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1976

A HANDBOOK FOR
BETTER STUDENT CHOICE

University of Illinois
at Urbana-Champaign



HANDBOOK EVALUATION

We will appreciate very much your taking time to help us evaluate this experimental publication by filling out this questionnaire and returning it to:

Handbook for Better Student Choice
Office of Admissions and Records
100A Administration Building
University of Illinois
Urbana, Illinois 61801

- A. The Handbook provides:
____ 1. too much relevant information
____ 2. enough relevant information
____ 3. too little relevant information
____ 4. no relevant information
- B. The information in the Handbook is:
____ 1. very clear
____ 2. somewhat clear
____ 3. not clear
- C. The Handbook is:
____ 1. very well organized
____ 2. adequately organized
____ 3. poorly organized
- D. The Handbook is quite long. You may have read all or part of it. Please indicate by number, e.g., I=The University and Community, II=Instruction, the sections you have read:

- E. The sections I find most useful (if any) are: (Indicate by number)

- F. The sections I find useless (if any) are: (Indicate by number)

- G. The Handbook:
____ 1. enhanced my understanding of the University of Illinois at Urbana-Champaign
____ 2. did not enhance my understanding of the University of Illinois at Urbana-Champaign
- H. The Handbook:
____ 1. contained all of the information about the University of Illinois at Urbana-Champaign I desired
____ 2. did not contain all of the information about the University of Illinois at Urbana-Champaign I desired (Please specify here any additional information you desired) _____
- I. The format of the Handbook is:
____ 1. very good
____ 2. not very good (Please indicate where and how you would have changed the format) _____
- J. The Financial Aids section:
____ 1. provides an excellent amount of useful information
____ 2. provides an adequate amount of useful information
____ 3. provides a little useful information
- K. The financial aids information is:
____ 1. very clear
____ 2. somewhat clear
____ 3. very unclear
- L. Additional financial aids information I would like is:

- M. The out-of-class activities section:
____ 1. provides information on the kinds of activities in which I am interested
____ 2. does not provide information on the kinds of activities in which I am interested
- N. This section is:
____ 1. too long
____ 2. adequate
____ 3. limited
____ 4. too limited
- O. I would like information on the following additional activities: (Specify in 2 or 3 word phrases) _____

- P. The Academic and Professional Outcomes section contains:
- ☐ 1. all of the information I needed and wanted
 - ☐ 2. most of the information I needed and wanted
 - ☐ 3. some of the information I needed and wanted
 - ☐ 4. none of the information I needed and wanted
- Q. This information is:
- ☐ 1. very clear
 - ☐ 2. somewhat clear
 - ☐ 3. unclear
- R. When I read the Handbook, I was: (Check as many as apply)
- ☐ 1. initially investigating colleges and universities
 - ☐ 2. had narrowed my decisions to a few institutions, including the University of Illinois at Urbana-Champaign
 - ☐ 3. had narrowed my decisions to a few institutions, excluding the University of Illinois at Urbana-Champaign
 - ☐ 4. had decided not to apply to the University of Illinois at Urbana-Champaign
 - ☐ 5. had decided to apply to the University of Illinois at Urbana-Champaign
 - ☐ 6. had applied to the University of Illinois at Urbana-Champaign
 - ☐ 7. Other: _____
- S. After reading the Handbook:
- ☐ 1. I decided to apply to the University of Illinois at Urbana-Champaign
 - ☐ 2. I decided not to apply to the University
 - ☐ 3. I did not change my earlier decision
- T. If your decision was influenced, please indicate (by number) the section(s) that were influential: _____
- U. I learned of the Handbook through:
- ☐ 1. my counselor
 - ☐ 2. a friend
 - ☐ 3. a University of Illinois at Urbana-Champaign representative
 - ☐ 4. other source (specify) _____
- V. Indicate your educational status when you read the Handbook:
- ☐ 1. high school student below senior class
 - ☐ 2. high school senior
 - ☐ 3. college student
 - ☐ 4. high school graduate, but out of school for some time (at least one year)
 - ☐ 5. college student, but out of school for some time (at least one year)
 - ☐ 6. other (specify, e.g., high school counselor) _____
- W. Name of school currently or most recently attended: _____
- _____

Return to:

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Office of Admissions and Records
100A Administration Building
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Urbana, Illinois 61801

A HANDBOOK FOR
BETTER STUDENT CHOICE

OFFICE OF ADMISSIONS AND RECORDS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

NATIONAL PROJECT 1:
BETTER INFORMATION FOR STUDENT CHOICE
SUPPORTED BY HEW GRANT:
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OCTOBER, 1976

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FOREWORD

Students, as prime participants in education, need complete and accurate information about prospective colleges and universities on which to base their decisions about postsecondary education. The primary purpose of this handbook is to provide information about the University of Illinois at Urbana-Champaign that will aid the undergraduate student in deciding if this institution can satisfy his or her educational, career, and personal needs. The information provided is as current as possible at the time of publication, and it is possible that conditions will change between the time of publication and use of this handbook.

The handbook contains two basic sections. The first is a descriptive section designed to give students insight into campus life at a large and complex state university. The second is an academic and professional outcomes section which provides information on previous students' success in areas such as graduation, job placement, and scores on tests used for admission to graduate and professional schools. Admissions requirements, application dates, and application procedures are described in a separate publication, Undergraduate Admissions Information.

Students should view this handbook as a reference source. Once they have determined those factors of importance to them in selecting a college or university, they can consult the handbook for pertinent information. If this institution is compatible with their interests and goals, students can get an idea of their chances for success in various curricula by examining the academic and professional outcomes section.

Hopefully this handbook will facilitate a better match between students and the University of Illinois at Urbana-Champaign. Compatibility between the student and the institution is of major importance in determining how long a student stays in college and whether the educational experience is rewarding.

I. THE UNIVERSITY AND THE COMMUNITY

The University of Illinois, the State's only land grant institution, is composed of three autonomous campuses: Urbana-Champaign, the oldest and largest campus; the Medical Center in Chicago, including the professional colleges of medicine, dentistry, pharmacy, and nursing; and Chicago Circle, a 118-acre commuter campus west of Chicago's Loop.

A. Location

The Urbana-Champaign campus is located in the fertile prairie of east central Illinois, 136 miles south of Chicago and 86 miles east of Springfield. Transportation between Urbana-Champaign and major cities is provided by Ozark Air Lines, Amtrak passenger trains, Greyhound bus lines, and Interstate Highways 57, 72, and 74. The Associated Student Travel Service operates for the convenience of students a special weekend bus service from the campus to the Chicago area. Students may have a car on campus, but parking is limited. Bikes are the most efficient means of transportation, as bike paths connect the major campus buildings.

B. The Twin Cities

The twin cities of Urbana and Champaign have a total estimated population of about 100,000. Although the majority of residents work for state and local government agencies, the area includes several light industries and some of the richest corn and soybean producing farms in the United States.

Within the twin cities there are two public libraries, Parkland Community College, Illinois Commercial College, ninety churches representing all major denominations, thirty-six city parks, four television stations, ten motion picture theatres, four bowling alleys, five golf courses, and six major shopping areas. Access to these facilities is provided by the Champaign-Urbana Mass Transit District, several of whose lines pass through or near the campus.

Nearby are several parks--Lake-of-the-Woods, Homer Lake, Kickapoo, Fox Ridge, and Allerton--with places to hike, camp, picnic, or fish. Lake Shelbyville, a feasible one-day outing from the twin cities, provides opportunities for boating, fishing, waterskiing, and sailing, as well as a drive through the Amish settlements of central Illinois.

C. Administrative Organization

The University of Illinois at Urbana-Champaign is divided into ten undergraduate colleges, schools, and institutes administering approx-

imately 150 undergraduate programs. These colleges, schools, and institutes are: the College of Agriculture (2,435 students), the College of Applied Life Studies (800 students), the Institute of Aviation (160 students), the College of Commerce and Business Administration (3,325 students), the College of Communications (415 students), the College of Education (875 students), the College of Engineering (4,250 students), the College of Fine and Applied Arts (2,275 students), the College of Liberal Arts and Sciences (10,100 students), and the School of Social Work (125 students).

Graduate and professional education is available through eighty-eight graduate departments, the College of Law, the College of Veterinary Medicine, and the School of Basic Medical Sciences.

The College of Law, enrolling approximately 650 students, offers three years of professional legal training.

The College of Veterinary Medicine, one of only nineteen such schools in the nation, has approximately 335 students enrolled in the four-year professional curriculum leading to the degree of Doctor of Veterinary Medicine.

Approximately 100 of the students admitted to the University of Illinois College of Medicine complete their first year of medical school at Urbana-Champaign at the School of Basic Medical Sciences, which emphasizes training students as general physicians.

D. Budget

The total University of Illinois budget for 1975-76 was approximately \$427,952,359. About 51 percent of the University's income was derived from the State, 17 percent from gifts, grants, and contracts including those from the federal government, 13 percent from auxiliary enterprises such as residence halls, 12.5 percent from miscellaneous sources, and 6.5 percent from student fees.

Funds were allocated in the following way: about 33.5 percent for instructional activities, 13 percent for sponsored research, 13 percent for auxiliary enterprises, 11 percent for independent operations, 8.5 percent for operation of physical plant, 8 percent for general administration and retirement, 7 percent for statewide extension and public services, and 6 percent for University libraries, museums, student services, and scholarship aid.

E. Student Body

The campus is an educational community of approximately 33,550 students (24,770 undergraduates, 7,700 graduates, and 1,080 professional students) and 11,000 faculty and staff members.

Students admitted to the University of Illinois at Urbana-Champaign are scholastically well above average. Since 1968 the average freshman has had a composite ACT of 26 (the national average is 18) and has ranked in the top 15 percent of his or her high school class. The typical transfer student enters the University with a 4.0 grade-point average (A = 5.0). Each fall approximately 5,800 new freshmen and 1,000 junior transfer students register. Admission of lower-division transfer students is limited by space availability, which has varied from year to year.

Students come to the University of Illinois at Urbana-Champaign from diverse backgrounds. About 7 percent of the total enrollment are minority students. Foreign students comprise 4 percent of the campus enrollment. Although the student body includes individuals from every county in Illinois, every state in the union, and approximately 100 foreign countries, 97 percent of the undergraduates are Illinois residents.

Of the 24,770 undergraduate students about 60 percent are men and 40 percent are women. Compared to national figures, a higher percentage of women enrolling at the University of Illinois at Urbana-Champaign choose careers in commerce and engineering. Enrollment trends indicate an increase in female enrollment, particularly in graduate and professional majors. At this time, the University is organized primarily to assist the full-time degree student.

F. Calendar

The University of Illinois at Urbana-Champaign operates on an academic calendar of two sixteen-week semesters and an eight-week summer session. The fall semester begins in mid-August; the spring semester in mid-January. The summer session extends from early June to August. Classes are taught basically on an 8:00 a.m. to 5:00 p.m. schedule. There are few evening classes, the majority of which are for graduate students.

II. INSTRUCTION

A. Faculty

Great care is exercised in the selection and promotion of the faculty at the University of Illinois at Urbana-Champaign. Only individuals who clearly demonstrate the potential for becoming nationally recognized teacher-scholars or creative artists are offered faculty positions. The criteria of excellence, innovation, creativity, and scholarship are applied in reviewing faculty for promotion and tenure. Excellence in teaching is weighed heavily in promotion decisions;

however, it is rarely sufficient for promotion or indefinite tenure. There must also be significant evidence that the individual is involved in the creation of new knowledge.

The majority of faculty at Urbana-Champaign hold the highest level degree in their field (i.e., a Ph.D., M.D., D.V.M., Law, or Ed.D. degree). A 1975 survey showed that approximately 85 percent of the assistant professors, 80 percent of the associate professors, and 82 percent of the professors held the highest level degree in their field.

Generally, the more advanced the course, the higher the academic rank of the staff or faculty member teaching the class. In 1975 about 35 percent of all introductory class sections (100 level) were taught by faculty with the rank of assistant professor or higher, and 65 percent were taught by graduate teaching assistants. In contrast, approximately 60 percent of all intermediate class sections (200 level) and 80 percent of all advanced class sections (300 level) were taught by faculty with the rank of assistant professor, associate professor, or professor, the remainder being taught by instructors or graduate teaching assistants. Additional information on this topic is given in the Academic and Professional Outcomes section of this handbook.

B. Graduate Teaching Assistants

Graduate teaching assistants are used in a variety of instructional roles at the University of Illinois at Urbana-Champaign, ranging from total responsibility for a section of a course to grading papers. They are chosen for their academic achievements, demonstrated mastery of the material, and basic communication skills. A minimum of a bachelor's degree is required; the majority have a master's degree.

C. PLATO

In some courses, students have the option of individualized instruction via PLATO IV, a unique, low-cost, computer-based teaching system developed by the Computer-based Education Research Laboratory. Through the 225 graphic display terminals on campus, students have access to about 4,000 hours of instructional materials in over 100 subject areas.

D. Course and Instructor Evaluation

Faculty nominated for promotion or for tenure are required to submit with their promotion papers the results of student evaluations. They may have their students evaluate their course and instruction by the campus-wide Illinois Course Evaluation Questionnaire (CEQ) or by a departmental evaluation instrument. An "Incomplete List of Teachers

Listed as Excellent by Their Students" is published in the student newspaper, the Daily Illini, each semester. This list recognizes teachers who have scored unusually well on the CEQ and who have consented to the publication of their names.

To recognize outstanding efforts in undergraduate teaching, the University established in 1975 the Award for Excellence in Undergraduate Teaching. A review committee selects four faculty members and two graduate teaching assistants each year to receive the award. Nominations are made by students, faculty, and administrators. Each award winner receives a \$1,000 cash award and an additional \$1,000 to his or her departmental budget to spend for instructional materials and equipment.

E. Student Satisfaction

Student satisfaction with course content and instructors may be partially judged by responses to the campuswide Illinois Course Evaluation Questionnaire (CEQ). In 1974-75 approximately 2,500 University class sections completed the voluntary questionnaire. This represented about 30 percent of the total class sections on the campus. When rating instructors, about 50 percent were rated very good to excellent, and another 40 percent were rated good to very good. When rating the courses, about 33 percent were very good to excellent, and another 50 percent were rated from good to very good.

F. Rating of Graduate Programs

In 1969 the American Council on Education published "A Rating of Graduate Programs" which focused on thirty-six disciplines in engineering, the humanities, and the biological, social, and physical sciences. The following twenty-six programs at the University of Illinois were ranked among the top twenty programs of their kind in the nation based on the quality of graduate faculty: French, German, Spanish, linguistics, music, philosophy, anthropology, history, political science, psychology, biochemistry, botany, entomology, microbiology, molecular biology, pharmacology, physiology, zoology, chemistry, mathematics, physics, geology, and chemical, civil, electrical, and mechanical engineering. Although other graduate programs are considered outstanding, professional ratings of these programs are not available at this time.

G. Class Size

Classes at the Urbana-Champaign campus range in size from one to 100 or more students. Introductory courses in many subjects are offered as large group lectures with students participating in smaller required

discussion or laboratory groups each week. Other courses such as music practice, thesis, and special projects are taught on an individual basis. Recently, about 80 percent of all class sections have had fewer than thirty students.

III. ACADEMIC ADVISING

A. Advisers

Each student is assigned an academic adviser by his or her college or department. The adviser may be a counselor-adviser or faculty member in the student's major field of study. The adviser's role is to help the student plan and carry through a program of studies which will meet his or her educational and career goals and also satisfy requirements for graduation. Advisers are available for consultation throughout the year. During advance enrollment (a time set aside each semester for preenrollment in courses) or registration students confer with their advisers to determine which courses to take for the following semester. Sophomores and above in the College of Liberal Arts and Sciences and the College of Commerce and Business Administration are self-advising, which means they may select their courses without an adviser's help or consent. Self-advising students are expected to be familiar with the graduation requirements of their college and to plan a program of studies which fulfills those requirements.

An informal peer advising system exists to supplement the formal advising structure. Continuing students volunteer to counsel interested students on course selections, instructors, and so forth during advance enrollment and registration periods.

B. Preenrollment Statistics

Students who preenroll in courses save themselves much trouble at registration and are more likely to get into classes they want. Currently, about 95 percent of the undergraduates at the Urbana-Champaign campus participate in the preenrollment program known as Advance Enrollment. Of the undergraduates who preenrolled in courses for fall, 1975, about 75 percent received the courses they requested. New freshmen are given priority in course scheduling, and their rate of complete schedules is even more impressive--96 percent of those who preenrolled in courses for fall, 1975, received the courses they requested.

C. Course Load

Credit for undergraduate courses is counted in semester hours. A semester hour typically represents the work of one classroom period for fifty minutes each week through one semester. Courses vary in

credit hours. The majority of courses are offered for 3 or 4 semester hours of credit, thus meeting for one fifty-minute classroom period 3 or 4 times a week.

A student must register for a minimum of 12 semester hours to be considered a full-time student. Most full-time undergraduates, however, enroll for 15 to 16 semester hours (4 or 5 courses). A minimum of 120 semester hours is required for the bachelor's degree. The normal time period for completing a bachelor's degree is eight semesters. Students who change their major may need an additional semester or two to complete degree requirements.

D. Courses

Over 4,500 different courses at all levels, from freshman through post-graduate, are offered at Urbana-Champaign. Descriptions of courses are provided in the Courses Catalog. Not all of the courses described are offered every semester or even every year. The Timetable lists the time and meeting place of courses offered for a particular semester.

Priority for registration in courses with limited enrollment is based on the student's major. No common first year of course work exists at the University; course requirements are determined by the student's college and curriculum. By consulting the Undergraduate Programs catalog, students can discern the principal differences in course requirements for various programs.

IV. ORIENTATION

A. Preenrollment For New Students

New and readmitted students have an opportunity to meet their academic advisers and to preenroll in fall classes during the summer. Details on the preenrollment programs, participation requirements, and a request form are mailed to students with their notice of admission.

B. New Student Week

The week prior to the beginning of fall classes is designated as New Student Week. For students who have participated in the summer preenrollment program, New Student Week provides an opportunity to get settled, become acquainted with the campus, and meet fellow students. Many social events are planned for New Student Week to acquaint students with each other, the residence halls, and the campus. Continuing students volunteer to serve as Illini Guides to assist students with their adjustment. New Student Week culminates with formal registration when students finalize their enrollment by paying their tuition and fees.

Those new students who have not pre-enrolled in courses during the summer must take required placement tests and consult with an academic adviser to arrange their course schedule during New Student Week. A calendar of New Student Week and registration is mailed to all new students in July.

V. EXPENSES

The cost for Illinois residents attending the University of Illinois at Urbana-Champaign is approximately \$3,160 per academic year (based on charges for 1976-77). A complete breakdown of expenses follows. Students may arrange during registration to pay tuition, fees, and University residence hall charges on an installment basis for a \$2 fee. The first of approximately four equal payments is due at registration each semester.

ESTIMATED EXPENSES FOR ONE ACADEMIC YEAR (BASED ON 1976-77)

(Subject to change)

	Illinois Residents	Nonresidents
Tuition and fees	\$ 712	\$1,702
Books and supplies	214	214
Room and board	1,562	1,562
Travel allowance	120	120*
Personal expenses	<u>552</u>	<u>552</u>
Total, two semesters	\$3,160	\$4,150

* Additional \$120 travel allowance for students from states not adjacent to Illinois.

A refund of tuition and fees, except for a specified nonrefundable charge, is authorized for students who withdraw from the University or reduce their program of study to a lower credit range within the first ten instructional days in a semester and within the first five instructional days in an eight-week summer session. The latest date for a refund of tuition and fees is indicated in the academic calendar, which is published in the semester and summer session Timetables. Students withdrawing after the established refund date for an academic term are liable for the full amount of tuition and fees assessed even though they were permitted to pay them on the installment basis.

VI. FINANCIAL AIDS

During a typical academic year the University of Illinois Office of Student Financial Aids distributes over \$13 million in financial aid funds to students at the Urbana-Champaign campus. While the University of Illinois, in cooperation with a number of agencies, is able to provide this amount of assistance through a variety of programs, it must be noted that there is an increasing demand for aid funds without a dollar for dollar increase in aid available to meet those demands. Students can maximize their chances of receiving aid by investigating all possibilities for assistance, applying early, and following the appropriate procedures. The following discussion should help the prospective aid applicant better understand the definitions employed, the sources of the funds, and the procedures to follow to best utilize the aid programs available.

A. What Is Financial Aid?

Student aid programs are designed to provide financial assistance to those students who desire and are capable of pursuing an academic program but would not be able to realize that goal without financial assistance. The aid programs are designed to supplement, not replace, what the family could reasonably be expected to contribute toward the student's educational costs. Thus, the basic principle of student aid programs is that the family is responsible, insofar as it is capable, for contributing from its income and assets to meet the costs of educating its children. The aid application process measures the family's ability, not its willingness, to meet college expenses and determines the student's eligibility for various financial aid funds. The eligibility for aid dollars (or demonstrated financial need) is derived by subtracting the family's contribution for educational expenses from the institutionally established student budget(s).

B. How Much Can an Applicant Expect to Receive?

While it is impossible to make accurate predictions on the basis of the family income factor alone, the family income level is frequently a fair indicator of possibilities of receiving financial assistance. The tables below should be viewed merely as general guidelines.

Illinois State Scholarship Commission Program
Parental/Applicant Income Ranges. 1974-75 Announced Winners
Maximum and Partial Awards

<u>Family Income Ranges (Dollars)</u>	<u>Number of Winners</u>	<u>Number of Applicants</u>	<u>Percentage of Winners</u>	<u>Average ISSC at Public Institutions*</u>
8,000- 8,999	3,482	3,712	93.8	493
9,000- 9,999	3,618	3,899	92.8	501
10,000-10,999	3,551	3,878	91.6	493
11,000-11,999	3,816	4,301	88.7	481
12,000-12,999	3,395	4,109	82.6	471
13,000-13,999	2,993	4,078	73.4	458
14,000-14,999	2,469	3,954	62.4	443
15,000-15,999	1,820	3,431	53.0	430
16,000-16,999	1,393	3,050	45.7	429
17,000-17,999	1,072	2,745	39.1	423
18,000-18,999	680	2,203	30.9	438
19,000-19,999	484	1,819	26.6	447
20,000-20,999	342	1,455	23.5	420
21,000-21,999	197	1,056	18.7	434
22,000-22,999	140	859	16.3	419
23,000-23,999	103	687	15.0	391
24,000-24,999	47	481	9.8	329

*includes junior colleges, community colleges, and four-year, public, tax-supported schools. The overall average ISSC award at the University of Illinois at Urbana-Champaign was \$642 in 1975-76.

Representative University of Illinois Administered Programs
for 1974-75 (latest data available)

Undergraduate Single Dependent Students

Family Income Level (Dollars)	0 to <u>2,999</u>	3,000 to <u>5,999</u>	6,000 to <u>7,499</u>	7,500 to <u>8,999</u>	9,000 to <u>11,999</u>	over <u>12,000</u>
Average National Direct Student Loan Award	656	687	653	680	573	474
Average Supplemental Educational Opportunity Grant Award	758	682	617	630	546	434
Average College Work-Study Award	425	419	311	351	347	228

NOTE: It is not possible to add columns and arrive at an average total award from the three sources by income level.

The Basic Educational Opportunity Grant Program provided assistance to more than 1,300 students in 1975-76. The awards ranged from \$226 to \$1,400 with the average award equalling \$839.

C. How Are Students' and Parents' Contributions Calculated?

The parents' contribution is calculated from data provided by the family to an independent need analysis agency which reports the results to the University. This analysis determines the parents' contribution taking into account several variables including family size, number of children, number of children in postsecondary education, age of parents, home equity, savings, investments, and a number of other factors.

To give parents and students an idea of parents' contribution, a table of typical parents' contributions is shown below. This table represents typical cases and does not reflect unusual situations.

Parents' Contribution

If net assets are \$10,000, the following incomes will produce parent contributions based on size of family.

Income (Dollars)	Size of Family			
	3	4	5	6
8,000	100	0	0	0
12,000	690	410	150	0
16,000	1,380	1,040	780	580
20,000	2,360	1,850	1,480	1,230
24,000	3,580	2,990	2,480	2,110

*See Note

If net assets are \$20,000, the following incomes will produce parent contributions based on size of family.

Income (Dollars)	Size of Family			
	3	4	5	6
8,000	860	70	0	0
12,000	950	670	410	210
16,000	1,770	1,360	1,050	850
20,000	2,930	2,330	1,880	1,590
24,000	4,140	3,560	3,040	2,640

*See Note

If net assets are \$30,000, the following incomes will produce parent contributions based on size of family.

Income (Dollars)	Size of Family			
	3	4	5	6
8,000	620	330	70	0
12,000	1,260	930	670	470
16,000	2,230	1,740	1,380	1,130
20,000	3,490	2,890	2,370	2,010
24,000	4,700	4,120	3,610	3,210

*See Note

If net assets are \$40,000, the following incomes will produce parent contributions based on size of family.

Income (Dollars)	Size of Family			
	3	4	5	6
8,000	890	600	340	130
12,000	1,620	1,230	940	740
16,000	2,780	2,190	1,760	1,470
20,000	4,050	3,460	2,940	2,530
24,000	5,270	4,680	4,170	3,770

*NOTE: The figures above are parental contribution figures which assume:

1. Two parents, one with income.
2. One dependent in postsecondary education as an undergraduate student.
3. No business and/or farm assets.
4. Age of main wage earner is equal to 45 years.
5. 1975 U.S. income tax schedules, joint return, standard deduction.
6. No social security benefits for education.
7. No unusual medical, dental, casualty, theft expenses.
8. No other unusual circumstances.

Student contributions are determined on a basis of summer earnings, part-time employment, spouse's employment (if married), and assets. Minimum amounts are established for all students.

1976-77 Student Contributions

(Minimum)

Dependent Students

Pre-Freshman	\$500
Pre-Sophomore	600
Pre-Junior	700
Pre-Senior	700
All Graduates	700

Independent Students

All Students	\$900
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Married Students

Spouse's	\$2,214
Student's	900
	<u>\$3,114</u>

It is possible under certain conditions for a student to apply for and receive financial assistance independent of consideration of his/her parents' financial condition. The circumstances under which a student may apply as a self-supporting/independent student are established by the federal government and are as follows for the 1977-78 academic year.

- 1) If the student lived or will live with his/her parents for more than two (2) consecutive weeks during the calendar years 1976, 1977, or 1978, the student is dependent.

Did or will student live with parents for more than two consecutive weeks during

1976		1977		1978	
yes <input type="checkbox"/>	no <input type="checkbox"/>	yes <input type="checkbox"/>	no <input type="checkbox"/>	yes <input type="checkbox"/>	no <input type="checkbox"/>

- 2) If the student was listed or will be listed as an exemption on parents' U.S. income tax return during the calendar years 1976, 1977, or 1978, the student is dependent.

Was (or will) student (be) listed as an exemption on parents' U.S. income tax return for

1976		1977		1978	
yes <input type="checkbox"/>	no <input type="checkbox"/>	yes <input type="checkbox"/>	no <input type="checkbox"/>	yes <input type="checkbox"/>	no <input type="checkbox"/>

- 3) If the student receives or will receive \$600 or more financial assistance from parents during the calendar years 1976, 1977, or 1978, the student is dependent.

Did or will student receive \$600 or more of financial assistance from parents during

1976		1977		1978	
yes <input type="checkbox"/>	no <input type="checkbox"/>	yes <input type="checkbox"/>	no <input type="checkbox"/>	yes <input type="checkbox"/>	no <input type="checkbox"/>

If the applicant can answer "no" to all questions listed, he/she will be considered as an independent student for financial aid purposes.

A single "yes" answer prevents consideration as a self-supporting/independent student and the student must file a Parents' Confidential Statement (PCS) or a Family Financial Statement (FFS).

D. What Is the Student Budget?

Student budgets are constructed annually by the University and include the costs of tuition, fees, room, board, books, supplies, travel, and personal expenses. Typical academic year budgets for dependent, independent, and married students enrolled full time are outlined in the following tables based upon the 1976-77 academic year costs.

Dependent Student

TWO SEMESTERS:	
*Basic Allowance	\$2,234
**Resident Tuition, Fees, and Books . .	926
RESIDENT BUDGET.	<u>3,160</u>
For Nonresident add	990
NONRESIDENT BUDGET	<u>\$4,150</u>

Independent Student

TWO SEMESTERS:	
*Basic Allowance	\$2,864
**Resident Tuition, Fees, and Books . .	926
RESIDENT BUDGET.	<u>3,790</u>
For Nonresident add	990
NONRESIDENT BUDGET	<u>\$4,780</u>

Married Student

TWO SEMESTERS:		
Number of Children	None	One
*Basic Allowance	\$5,078	\$5,978
**Resident Tuition, Fees, and Books . .	926	926
RESIDENT BUDGET.	<u>6,004</u>	<u>6,904</u>
For Nonresident add	990	990
NONRESIDENT BUDGET	<u>\$6,994</u>	<u>\$7,894</u>

Married Student (continued)

TWO SEMESTERS:

Number of Children	Two (\$900 for first child: \$750 for each additional)	Three	Four
*Basic Allowance	\$6,728	\$7,478	\$8,228
**Resident Tuition, Fees, and Books . .	926	926	926
RESIDENT BUDGET.	<u>7,654</u>	<u>8,404</u>	<u>9,154</u>
For Nonresident add	990	990	990
NONRESIDENT BUDGET	<u>\$8,644</u>	<u>\$9,394</u>	<u>\$10,144</u>

*Basic allowance includes room, board, travel, and personal and miscellaneous expenses.

**Resident tuition and fees, refer to page 9.

See page 9 for an itemization of the budget elements.

E. What Is the Application Procedure?

First a number of forms must be completed which, among other things, collect information about the family's financial circumstances that will allow an equitable analysis of the family's capacity to pay for its student's education. The information from the forms listed in the chart below is essential to the Office of Student Financial Aids in order for it to coordinate and assemble a financial aid package. The phrase "financial aid package," is the term used to describe the combination of resources used to meet the student's demonstrated need.

IF YOU ARE AN UNDERGRADUATE
Illinois Resident
YOU MUST FILE

Basic Educational Opportunity Grant Application (BEOG)

Illinois State Scholarship Commission Monetary Award
Application (ISSC)

Family Financial Statement (FFS) or Parents' Confidential
Statement (PCS)*

Application for Financial Aid at UIUC (AFA)

IF YOU ARE AN UNDERGRADUATE
Non-Illinois Resident
YOU MUST FILE

Basic Educational Opportunity Grant Application (BEOG)

Family Financial Statement (FFS) or Parents' Confidential
Statement (PCS)*

Application for Financial Aid at UIUC (AFA)

IF YOU ARE A GRADUATE/PROFESSIONAL
Resident or Nonresident
YOU MUST FILE

Family Financial Statement (FFS) OR Parents' Confidential
Statement (PCS)*

Application for Financial Aid at UIUC (AFA)

*If you believe you qualify to apply as an independent student under the federal guidelines, you may so indicate on the AFA. Upon our verification of your independent status, we will send an Independent Student Financial Statement to be filed in lieu of the FFS or the PCS.

F. What Kinds of Assistance Are Available?

1. Scholarships. These are nonrepayable awards. Most scholarship awards are based on a combination of academic achievement and demonstrated financial need, but it is also possible to receive an honorary scholarship in cases where there is academic excellence but no financial need. The latter are generally awarded in cooperation with academic departments. The former are most frequently awarded by the Office of Student Financial Aids.

2. Grants. These are nonrepayable awards based solely on need. Supplemental Educational Opportunity Grant (SEOG) is a federal program providing gift aid to undergraduate students who demonstrate exceptional financial need. Grants range from \$200 to \$1,500 a year depending upon financial need. Eligibility must be reestablished annually by completing the aid application process.

The Basic Educational Opportunity Grant (BEOG) is a federally funded grant, awarded on the basis of demonstrated financial need, which may be used to meet educationally related expenses at most colleges of the undergraduate's choice. Eligibility must be re-established annually by filing a new BEOG application.

The Illinois State Scholarship Commission Monetary Award (ISSC) is available to undergraduate students who are residents of Illinois. The nonrepayable grant, which may pay up to the full cost of tuition and fees not exceeding \$1,500 per year, may be used at more than two hundred postsecondary schools in Illinois. Eligibility must be reestablished annually by filing a new ISSC application.

The University of Illinois has a limited number of grants and tuition waivers awarded on the basis of demonstrated need.

3. Loans. These are low-interest awards that are repaid after the student ceases to be enrolled in an institution of higher education. Loans are often part of a financial aid package. They provide an opportunity to defer the cost of education by borrowing now and paying later. To take advantage of this opportunity, though, interest must be paid on the amount borrowed. Interest rates vary from 3 percent to 7 percent per year.

National Direct Student Loan. This federal program provides long-term loans to U.S. citizens and permanent residents. The amounts awarded vary depending upon financial need but cannot exceed \$2,500 for the first two years and a total of \$5,000 for undergraduates. Graduate students may receive an aggregate of \$10,000 including awards received as an undergraduate. No interest is charged nor is repayment required while the borrower is enrolled in at least one-half of the normal academic load. Interest of 3 percent a year begins nine months after the borrower ceases to be enrolled, and repayment must be completed within a ten year period.

University of Illinois Long-Term Loan. Provisions are similar to those for the National Direct Student Loan. The major differences are: (1) a cosigner is required; (2) repayment of principal and interest may begin as early as four months after a student ceases full-time study; (3) awards may not exceed \$1,000 in an academic year.

Guaranteed Loan Program. This loan program is state supported and approved through participating local banks or other lending agencies. U.S. citizens or permanent residents are eligible. The maximum loan is \$1,000 per year for a freshman, \$1,500 per year for a sophomore, and \$2,500 per year for a junior or a senior. The lender determines,

on the basis of a recommendation from the Financial Aid Office, whether or not the government will pay the 7 percent interest on the loan while the applicant is enrolled in school. An undergraduate student may borrow up to a total of \$7,500; a graduate or medical student may borrow up to \$10,000, including any loans he/she may have received as an undergraduate. Applications are available at any participating lender.

4. Employment. Student employment is often part of a financial aid award. It offers the opportunity to pay for living costs as they are incurred. It also helps to avoid a large loan debt that will have to be repaid after leaving school. Jobs are available both on and off campus. This type of part-time work can add both breadth and depth to the educational experience and can be a valuable asset when seeking employment after graduation.

Federal College Work-Study Program. This federal program provides part-time employment for U.S. citizens and permanent residents who are full-time students and demonstrate financial need. The maximum amount a recipient can earn is determined by financial need.

University Work-Study Program. The provisions of this program are the same as for the Federal College Work-Study Program except that noncitizens are eligible to participate.

Student Employment. Students may seek employment both on and off campus through the Employment Section of the Office of Student Financial Aids without establishing financial need.

To assist the family and student in pursuing financial assistance, the University of Illinois Office of Student Financial Aids offers the services of a counseling unit and aid administrators trained in all aspects of the financial aid programs. Expertise in the areas of employment, ISSC procedures, BEOG practices, money management, loan counseling, and a multitude of other concerns is available at the Office of Student Financial Aids. Additionally, the OSFA brings services to residence halls and minority cultural centers in the form of aid application workshops and informative presentations. Other programs include information programs at summer advance enrollment, student visitation programs, and assistance at registration. Day-to-day appointments and walk-in assistance are available between 9:00 a.m. to noon and 1:00 p.m. to 4:00 p.m., Monday through Friday, except campus holidays and weekends. The office is located in Room 420 of the Student Services Building at the corner of Sixth and John Streets in Champaign.

VII. SPECIALIZED SERVICES

The University of Illinois at Urbana-Champaign provides a number of special services to help students adjust to the campus, improve their academic performance, solve personal problems, or find a job upon graduation. These services are usually available without charge. Students may seek help on their own initiative or be referred by an instructor or college dean.

A. Career Development and Placement

The Office of Career Development and Placement, 2 Student Services Building, provides individual career counseling, an undergraduate course on career exploration, a weekly careers column in the Daily Illini (the campus newspaper), seminars on job interviewing and job search strategies, a credentials service, on-campus interviewing with prospective employers, and a job vacancy bulletin which advertised over 60,000 vacancies in 1974-75. These services are available to any University student or alumni.

B. English Writing Clinic

The English Writing Clinic, 311 English Building, offers assistance on an individual basis to any student who is not enrolled in freshman rhetoric and who has a writing problem such as spelling, organization, or punctuation.

C. Health Professions Office

The Health Professions Office, 2 Student Services Building, provides individual counseling to University students interested in a medical or allied health profession. Information on health careers, professional programs, and specific schools; guidance in applying to professional schools; and a credentials service are also available. The School of Life Sciences, 393 Morrill Hall, is responsible for advising students in the preprofessional health programs as to the appropriate courses to take while enrolled at the University.

D. Prelaw Counseling

The assistant dean for law advising, College of Liberal Arts and Sciences, 270 Lincoln Hall, provides information to any student interested in a career in the legal profession. Included is information about specific law schools, application procedures, interviews with representatives from various law schools, planning an academic program, career opportunities, and alternative careers.

E. Psychological and Counseling Center

The Psychological and Counseling Center, 206 Student Services Building, has a professional staff of approximately sixteen clinical psychologists to help students with personal problems or psychological difficulties. The center offers individual counseling, psychotherapy, and some group therapy. All records are confidential.

The center also administers for a minimal fee standardized tests of scholastic aptitude, vocational interests, personality, and educational achievement.

F. Reading and Study Methods Clinic

The Reading and Study Methods Clinic, 219 Student Services Building, provides training in developmental and remedial reading and efficient study methods. No academic credit is awarded for the work. There is a charge for these services.

G. Rehabilitation-Education Center

Recognized internationally for its pioneering efforts in the field of rehabilitation-education, the center makes it possible for academically qualified individuals with severe permanent physical disabilities to attend the University. Students live in University residence halls and attend the same classes as other students. In the fall of 1975, 150 students were enrolled (96 in wheelchairs) in over seventy curricula in ten colleges and schools.

The center, located at Oak Street and Stadium Drive, provides physical therapy, functional training, occupational therapy, medical services, counseling, services to the blind and deaf, and elevator equipped buses. A variety of adapted sports and recreational activities is offered including swimming, bowling, square dancing, baseball, football, basketball, archery, tennis, deck tennis, and volleyball.

As of May, 1976, approximately 800 students had graduated from the program. The graduates have nearly a 100 percent job placement rate.

H. Speech and Hearing Clinic

The Hearing Clinic, 322 Illini Hall, and the Speech Clinic, Room 300, 505 East Green, offer free diagnostic and rehabilitation services

for University students with impaired hearing, speech deviations, or language problems. In addition, a special course (SPSMS 105) is available to students who wish to correct a communication disorder which is not severe enough to warrant individual therapy. The clinic also provides work experience for advanced undergraduate and graduate students studying to be audiologists or speech pathologists. A new clinic is under construction at 903 South Sixth Street. Occupancy is anticipated for winter, 1976.

I. Office of Veterans Affairs

The Office of Veterans Affairs, 346 Student Services Building, offers general counseling to veterans and assistance in obtaining federal and State benefits.

J. The Physical Fitness Clinic and the Exercise Therapy Clinic

The Physical Fitness Clinic, 305 Huff Gymnasium, and the Exercise Therapy Clinic, 106 Kenney Gymnasium Annex, are open to students, faculty, and staff on the recommendation of a physician. The Physical Fitness Clinic is concerned with the development of physical fitness through exercise. The Exercise Therapy Clinic is devoted to reducing, correcting, or rehabilitating physical deficiencies.

VIII. SPECIAL ACADEMIC PROGRAMS

A. Educational Opportunities Program

The Educational Opportunities Program is designed to attract students from groups which because of educational or economic handicap have traditionally not enrolled at the University of Illinois at Urbana-Champaign and to insure, so far as is possible, their success and graduation. Only beginning freshmen from Illinois are eligible to apply for admission through the Educational Opportunities Program. Participants in the program may receive financial support, based on need, to help defray their expenses. The program provides academic support to students in the form of specially designed introductory course work, graduate advisers, tutorial service, and monitoring of academic progress. To learn more about the program contact the Educational Opportunities Program, 130 Student Services Building.

B. Individual Plans of Study

Through Individual Plans of Study, highly motivated students within the College of Liberal Arts and Sciences have the opportunity to design, with faculty assistance, their own field of concentration by combining University course offerings, work/study, and travel/study arrangements. Approximately 150 students are currently enrolled in this program. Some of the unique majors which have been approved are cinematography, environmental law, and zoological management. Interested students must be admitted to the College of Liberal Arts and Sciences in a traditional curriculum before they can apply to the Individual Plans of Study program. For further information, contact Individual Plans of Study, Room 100, 911 West High Street. A qualified student in the College of Fine and Applied Arts who has specific professional goals which are not met by the curricular offerings of the college may request an individual program of studies selected from courses offered by the University. To obtain approval for an individual study program, the student must submit his or her proposal in writing during his or her sophomore or junior year to the department or school concerned with the degree.

C. James Scholar Undergraduate Honors Program

The James Scholar Honors Program is open to freshmen through seniors in all colleges. Each college establishes its own criteria for eligibility. Although there is no monetary award, James Scholars have academic privileges including enrollment in honors courses and special seminars, honors advisers, independent study arrangements for transforming with faculty consent a regular course to an honors course, earning a degree with honors, and extended use of library facilities. James Scholars are expected to undertake at least one honors activity each semester (i.e., honors course or independent study).

Students wishing to self-nominate for the program should inquire at their college office after admission to the University. Freshmen usually enter as James Scholar Designates, and their records are reviewed after one or two semesters for continuation in the program.

D. Study Abroad

The University of Illinois sponsors seventeen study abroad programs. Organized programs are located in Austria, Mexico, Great Britain, Germany, France, Spain, Italy, Iran, Puerto Rico, Finland, Soviet Union, and Yugoslavia. Approximately 100 students participated in 1974-75.

Students participate in these programs in their junior year and may earn up to 30 semester hours credit while maintaining their full

University student status. Eligibility is based on academic standing, motivation, possibly language proficiency, and approval of the appropriate advisers and deans and the director of the Study Abroad Office. Costs vary by program. For further information, contact the Study Abroad Office, 3024 Foreign Languages Building.

Several departments sponsor foreign study programs. The Department of Architecture has a program in France. The Department of Elementary Education and Department of Leisure Studies offer a semester of study in England.

IX. CAMPUS FACILITIES

The campus covers 703 acres and includes 179 major buildings. Even without a spectacular physical setting, the Urbana-Champaign campus is an attractive and stimulating place to study because of its many specialized facilities. A forest plantation, an observatory, PLATO terminals, scenery and costume shops, a child development laboratory, greenhouses, an electron microscope laboratory, music practice rooms, and a leisure behavior research laboratory are only a few of the resources for learning.

A. Illini Union

The Illini Union is the University's student center. It houses dining facilities, bowling lanes, a billiard room, art galleries, a browsing library, a bookstore, student organization offices, a campus information office, a check cashing service, a ticket sales counter, lounges, a hotel, and numerous multipurpose rooms for luncheons, dinners, dances, and meetings. The Illini Union Student Association (IUSA) sponsors a program of activities designed to complement the cultural, recreational, and social life of the campus. There are now sixty-two IUSA sponsored activities--among them Dad's Day, Mom's Day, Homecoming, International Fair, Spring Musical, College Bowl and Trivia Bowl, concerts on the Quad, Union All-Niters, Copacabana, and the Student Film Festival.

B. Library

The University Library is the third largest among U.S. university libraries. Its collections now exceed five million bound volumes plus over three million other items including microtexts, manuscripts, music scores, sound recordings, maps, and aerial photographs. The library complex includes the central library building, the undergraduate library building, and twenty departmental libraries located in other buildings across the campus. A central card

catalog on the second floor of the main library lists all books in every library on campus and their location. Special features of the library include an audio listening area with a catalog of over 4,500 records, browsing rooms, typing and study carrels, a microfilm room, and a Rare Book Room. Brochures are available at the main reference desk which will acquaint students with the library system and assist them in using it.

C. Krannert Center for the Performing Arts

The Krannert Center for the Performing Arts is both a nationally recognized cultural center and an educational facility for University students in dance, music, and theatre. It consists of four indoor theatres: the Great Hall, a concert hall seating 2,094; the Festival Theatre seating 979; the Playhouse seating 678; the Studio Theatre seating 150; plus an open-air amphitheatre seating 560. Last year 326 performances were presented, including the Chicago Symphony, Leontyne Price, Kabuki Dance Company, Nutcracker ballet, Minnesota Orchestra, Juilliard String Quartet, Eliot Feld Ballet, and One Flew Over the Cuckoo's Nest.

D. Museums

There are three main museums on campus: the Krannert Art Museum, the Natural History Museum, and the World Heritage Museum.

The Krannert Art Museum provides galleries for the University's permanent art collections and special exhibitions. The Natural History Museum's displays cover the fields of anthropology, botany, geology, and zoology. The museum also has some of the largest university research collections in North America. Collections of reptiles, amphibians, mammals, birds, and mollusks provide research materials for graduate students and faculty. The World Heritage Museum's collections include Babylonian clay tablets; Egyptian, Greek, and Roman pottery, glass figurines, and accurate reproductions of masterpieces in sculpture; medieval manuscripts; early printed books; arms and armor; ship models; European china; medieval European wood carvings; and African masks, cloth, and traditional jewelry.

E. Intramural and Recreational Facilities

The Intramural-Physical Education Building (IMPE) provides facilities for student recreation and intramural sports. The building contains

four gymnasiums, handball-racquetball courts, squash courts, a game room, indoor and outdoor fifty-meter swimming pools, an archery range, a golf driving and putting room, a combative room, exercise rooms, saunas, and an outdoor ice rink-tennis court combination. Scattered across the campus are four other gymnasiums, numerous outdoor playing fields, an ice rink, three golf courses, and six University parks for student enjoyment.

F. Health Service

The services of McKinley Health Service are available to any student in residence at the Urbana-Champaign campus who is enrolled in credit courses. Four basic types of care are provided: office treatment, hospital care, emergency treatment, and mental health consultation. The health service is supported by student fees.

G. U. of I. Willard Airport

The University owns and operates its own commercial airport, which is usually the second or third busiest airport in the State. Students may receive flight training and/or maintenance training at the Institute of Aviation located at the airport.

X. HOUSING

A. Housing Regulations

Housing to suit a wide variety of life-styles and financial situations is available on or near the Urbana-Champaign campus. Current University housing regulations require all single undergraduates with fewer than 60 hours of academic credit and under age twenty-one by August 15 of the academic year to live the entire academic year in University-certified housing. Approximately seventy-five fraternities and sororities, many private housing facilities, and the University residence halls are designated as certified housing. The staff of the Housing Information Office, 420 Student Services Building, is available to help students choose housing that best fits their needs and preferences.

B. Living Patterns

Of the 35,000 students enrolled for the first semester 1975-76, 30 percent lived in University residence halls, 10 percent in sororities

and fraternities, 8 percent in privately owned University-certified housing, 28 percent in uncertified apartments, 9 percent in uncertified private houses in the community, and 15 percent including commuters in various other facilities.

C. University Residence Halls

1. Variety of Life-styles. There are twenty-seven University residence halls on campus which range in size from 150 to 675 residents and accommodate approximately 9,000 single undergraduates. About 46 percent of the residents are freshmen, 35 percent are sophomores, 13 percent are juniors, and 6 percent are seniors. A variety of life-styles is offered in the residence halls. Some halls accommodate all men or all women; others are coed by building, layered floor, or split floor. Some floors have visitation policies permitting residents to entertain students of the opposite sex in their rooms up to a maximum of twenty-four hours, but a few floors are designated as nonvisitation floors. Six of the eight residence hall areas have libraries; four have photo darkrooms; three have computer terminals; five have study carrels; and six keep a dining room open evenings as a study area. All halls have laundry rooms, vending facilities, and television rooms. Some also have kitchenettes, music practice rooms, physical development facilities, and sewing rooms.

Allen Hall offers a unique living and learning program called Unit One, which is open to about 330 freshmen and sophomores. Visiting artists and writers live in the residence hall for two to six weeks and conduct seminars and workshops for the students. There are also opportunities for independent study with University faculty members. Residents of Allen Hall are assessed \$25 per semester for the Unit One program in addition to regular housing rates. Further information is available from the Unit One Office, 70 Allen Hall.

2. Accommodations. Within the undergraduate residence halls, 80 percent of the students live in double rooms, 17 percent in triples, and 3 percent in singles. The limited number of single rooms are mostly assigned to continuing residents.

The University furnishes all rooms with basic furniture, draperies, study lamps, and telephones. Students may individualize their rooms with furnishings that suit their tastes. Refrigerators up to three cubic feet, televisions, stereos, radios, etc., are permitted. Optional maid service by room, which includes weekly linens, bed-making, and cleaning, is available for an additional charge.

3. Room Assignments. In making room assignments, mutual roommate requests are honored as long as space permits. At mid-semester, residents have an opportunity to request a room change for the next semester. Roommate changes are considered prior to the reassignment period if circumstances merit it.

4. Meals. The residence halls provide a twenty-meals-a-week contract. All meals are provided except the Sunday evening meal. Additional servings are available on most items. Meal service begins the first day of instruction and ends the last day of semester examinations. A special package meal plan is offered during New Student Week. To accommodate student schedules, the residence halls offer, in addition to regular meals, a continental breakfast, a hamburger lunch line, lunch transfers to other halls, and sack lunches. No provisions can be made for special diets. Most halls have a Food Service Committee to collect student suggestions concerning the food service.

5. Activities. In addition to room and board, the residence halls sponsor a broad range of programs and activities. Special programs are planned for New Student Week to help students get acquainted. Examples of continuing programs in the residence halls are: Monday-at-Eight--Women in Society; receptions for black visiting scholar lecturers; mime, figure control, and basic personal defense classes; weekly feature film series; and dinner with the deans. Other opportunities include a learn-to-dance program, winter-spring olympics, foreign language tables, casino nights, craft fairs, and tournaments in Ping-Pong, chess, whist, and bridge. Students also sponsor service projects such as blood drives, paper recycling, and the PAL program.

Each residence hall has a student governing unit whose responsibilities include establishing study hours, implementing floor visitation policies, formulating guest regulations, and handling misconduct charges.

6. Rates. Room and board charges for a double room for the 1976-77 academic year are \$1,434. The \$4 per semester Residence Hall Student Government Dues is included in the above residence hall rate. Possible additional expenses include optional maid service (\$60 per academic year). The Florida Avenue and Illinois Street Residence Halls, the four newest halls, cost \$60 more per year because of airconditioning.

7. Contract. A University residence hall contract is mailed automatically to each student with his or her notice of admission

to the University. To complete arrangements for University residence hall housing, the student must fill out the Assignment Card, sign the Contract Card, and return both with a nonrefundable \$40 advance payment to the Office of Business Affairs. Hall and room assignments are made in late summer.

D. University Cooperatives

Two University houses for women (Alpha and Gamma) offer room only with kitchen privileges. Alpha rates are \$550-600, and Gamma rates are \$550 for the 1976-77 academic year.

The University owns one cooperative house (Delta) which offers room and board for twenty-eight single undergraduate women. Each student works approximately seven hours per week performing household duties. In return, the residents pay a lower room and board rate (\$814 for the 1976-77 academic year). French House, also a cooperative, accommodates men and women. Assignments are made in consultation with the Department of French. Room and board at French House is \$1,170 for the 1976-77 academic year.

E. Private Housing

There are five basic types of certified private housing units: sororities, fraternities, student homes, cooperatives, and residence halls. Privately owned University-certified housing accommodates nearly 6,500 students. Each unit differs in price, appearance, convenience, services offered, and atmosphere. The facilities are inspected regularly to assure that the units meet University and city safety, fire, and general housing standards. Listings of certified privately owned units are maintained and available for examination in the Housing Information Office, 420 Student Services Building, from 8:00 a.m. to noon and from 1:00 p.m. to 5:00 p.m., Monday through Friday (excluding campus holidays). In most instances, it is not helpful to mail a list of private housing units currently available, as many of these would be rented by the time the owner could be contacted. Students are advised to visit the campus to examine the listings, confer with a housing consultant for suggestions, and inspect any unit under consideration prior to negotiating a contract or lease with a landlord.

1. Certified Private Residence Halls. There are six privately owned certified residence halls close to campus: Armory House, Bromley Hall, Europa House, Hendrick House, Illini Tower, and Newman Hall. These residence halls are similar in many respects to the University residence halls, but vary in design, layout, and certain other features such as air conditioning, carpeting, parking, meal plans, libraries, theatres, or swimming pools. All are within

walking distance of University buildings. Each hall is staffed by counselors who are interviewed and screened by the Office of Student Services and the Housing Information Office. The larger residence halls are very activity oriented. Most participate in intramurals, social activities, and some service projects. Costs vary, depending on the individual unit and services offered. Generally, room and board rates range from \$1,600 to \$2,100 for an academic year.

A brief description of these certified private residence halls follows:

Armory House, coed, 94 students, air conditioned, room and board, two-room suites with bath in between.

Bromley Hall, coed, 575 residents, air conditioned, room and board, two-room suites with bath in between, indoor swimming pool, library, typing rooms, study lounges, scholarships for top male and female scholars.

Europa House, women only, 72 residents, two-bedroom apartments, air conditioned, no meal contract, swimming pool.

Hendrick House, coed, 240 residents, air conditioned, room and board, two-room suites with bath in between, library, tutorial program, references required, cash awards to students earning 5.0 each semester, scholarship dinner each year.

Illini Tower, coed, 600 residents, air conditioned, apartment-type accommodations, modified meal plan, lounges, theatre, and recreation rooms.

Newman Hall, men only, 300 residents, room and board, two of four floors air conditioned, one block from main library.

Newman House, a separate building, accommodates 20 women students who take their meals in Newman Hall.

2. Certified Private Cooperatives. Cooperatives offer a specialized living situation in which residents work six to eight hours per week preparing meals and maintaining the facility in exchange for a lower room and board rate. There are three privately owned cooperatives for men--Illli-Dell, Nabor House, and Koinonia; and

three for women--Stratford House, 4-H House, and Wescoga. Some of the cooperatives are restricted to students in a particular curriculum and have many more applicants than vacancies each year.

3. Certified Private Student Homes. Students desiring to live in a quiet, comparatively small house may choose a housing unit in this category. Most homes accommodate from five to fifty students and have very convenient locations. Students are able to economize by preparing their own meals or obtaining a meal job. These housing units offer a variety of living arrangements and are usually less activity oriented than the larger residence halls. "Room only" facilities range from \$60 to \$95 per month.

4. Sororities and Fraternities. The University of Illinois at Urbana-Champaign has the largest number of national sorority and fraternity chapters of any campus. There are fifty-two fraternities, and twenty-five sororities. Of these, forty-nine fraternities and twenty-one sororities have houses. At the present, the four black fraternities and four black sororities do not have houses: their members live in University residence halls and private housing in the community. Greek membership has been increasing since the 1960s. Currently, about 15 percent of the campus undergraduate population belong to fraternities and sororities.

Fraternities and sororities provide students the opportunity to live in a close-knit group with people who share many of the same interests. Each house has special rituals and traditions which it observes. Activities include participation in Homecoming, Greek Week, Greek summer reunion, exchanges, formal dances, and many campus organizations. Fraternities have their own intramural league. Houses provide academic support to members through informal tutoring sessions and course reference files assembled by members who have previously taken the courses.

The Interfraternity Council and Panhellenic, the two coordinating bodies of all fraternities and sororities on campus, as well as individual chapter houses, have sponsored plant sales, dance marathons, swimathons, hockey tournaments, etc., to raise money for various campus and community organizations. Donations have recently been made to Gemini House, the community's drug rehabilitation center, Women Against Rape, Volunteer Illini Projects, the Heart Fund, and Muscular Dystrophy. Panhellenic has also sponsored several women's conferences and a career day for women.

Sororities. Approximately 1,200 women live in sorority houses. Houses average fifty residents. Membership in a sorority is by invitation, with formal rush (a structured introduction to all sororities on campus) held in the fall. Freshman pledges move into sorority houses at the beginning of their sophomore year. Sorority expenses average \$175 per month for room, board, social

dues, and fees. Pledge initiation fees average approximately \$300. Dates of sorority rush and a description of rushing activities may be obtained from Panhellenic Council, 274 Illini Union (South).

SORORITIES AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Alpha Chi Omega	Chi Omega	Kappa Kappa Gamma
Alpha Delta Pi	Delta Delta Delta	Phi Mu
Alpha Epsilon Phi	Delta Gamma	Phi Sigma Sigma
Alpha Gamma Delta	*Delta Sigma Theta	Pi Beta Phi
*Alpha Kappa Alpha	Delta Zeta	Sigma Delta Tau
Alpha Omicron Pi	Gamma Phi Beta	*Sigma Gamma Rho
Alpha Phi	Kappa Alpha Theta	Sigma Kappa
Alpha Xi Delta	Kappa Delta	*Zeta Phi Beta
		Zeta Tau Alpha

*No house

Fraternities. The fraternity system has approximately 2,300 men living in houses that range in size from ten to ninety men. Most house bills range from \$650 to \$750 per semester for room, board, and social fees. Each member is also charged a pledge and initiation fee by his fraternity, and some houses assess members for new building costs. Membership in a fraternity is by invitation. Fraternities have a formal rush in the spring every year. High school seniors are invited to the spring rush weekend and go to twelve houses. Those who pledge may move into their fraternity houses as freshmen. Fraternities also have informal rush throughout the year, during which interested University students are contacted by individual fraternities and invited to lunch, dinner, or parties. For additional information, contact the Interfraternity Council, 274 Illini Union (South).

FRATERNITIES AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Acacia	Delta Tau Delta	Psi Upsilon
Alpha Chi Rho	Delta Upsilon	Sigma Alpha Epsilon
Alpha Delta Phi	Evans Scholars	Sigma Alpha Mu
Alpha Epsilon Pi	Farm House	Sigma Chi
Alpha Gamma Rho	Kappa Delta Rho	Sigma Nu
Alpha Kappa Lambda	Kappa Sigma	Sigma Phi Delta
*Alpha Phi Alpha	Lambda Chi Alpha	Sigma Phi Epsilon
Alpha Rho Chi	*Omega Psi Phi	Sigma Pi
Alpha Sigma Phi	*Phi Beta Sigma	Sigma Tau Gamma
Alpha Tau Omega	Phi Delta Theta	Tau Delta Pi Lam
Beta Sigma Psi	Phi Gamma Delta	Tau Epsilon Phi
Beta Theta Pi	Phi Kappa Psi	Tau Kappa Epsilon
Chi Phi	Phi Kappa Sigma	Theta Xi
Chi Psi	Phi Kappa Tau	Triangle
Delta Chi	Phi Kappa Theta	Zeta Beta Tau
Delta Kappa Epsilon	Phi Sigma Kappa	Zeta Psi
Delta Phi	Pi Kappa Alpha	
Delta Sigma Phi	Pi Kappa Phi	

*No House

F. University Family Housing

The University has approximately 1,000 apartment units--efficiencies, one- and two-bedroom units--for married students. Some two-bedroom units are unfurnished. Rental rates range from \$89 to \$141 per month for the 1976-77 academic year.

The University family housing area at Orchard Downs includes laundry facilities, playgrounds, garden plots, a community center, a food cooperative, a nursery school, and a cooperative day care center. Applications are available from the Housing Information Office, 420 Student Services Building.

XI. OUT-OF-CLASS ACTIVITIES

The campus offers students many alternatives for leisure activities--racquetball at the IMPE Building, basketball at the Assembly Hall, a play at Krannert, ballroom dancing at the Illini Union, or a midnight movie at the Auditorium.

A. University Calendar

The best guide to what's happening on campus is the University Calendar. It gives a day-by-day schedule of events and is published every Thursday in the Daily Illini, the student newspaper.

B. Plays and Concerts

A glance at one month's calendar for the Krannert Center gives an idea of the variety, frequency, and quality of performances offered during an academic year.

NOVEMBER AT KRANNERT

- | | |
|-------|---|
| 1 | MORGAN STATE COLLEGE CONCERT CHOIR |
| 1-2 | JUMPERS by Tom Stoppard (play) |
| 2 | DEAN SANDERS, PIANIST |
| 2 | VESPERS OF CLAUDIO MONTEVERDI |
| 3 | LEONTYNE PRICE, SOPRANO |
| 5 | UNIVERSITY OF ILLINOIS RUSSIAN FOLK ORCHESTRA |
| 5-9, | <u>ONE FLEW OVER THE CUCKOO'S NEST</u> by Dale Wasserman (play) |
| 12-16 | |
| 6 | AMERICAN COMPOSERS' WOODWIND QUINTETS |
| 7-8 | PILOBOLUS DANCE THEATRE |
| 9 | UNIVERSITY OF ILLINOIS SYMPHONY |
| 11 | UNIVERSITY OF ILLINOIS CHAMBER ORCHESTRA |
| 12 | IAN HOBSON, PIANIST |
| 13 | THE DEMILITARIZATION OF THE TRUMPET |
| 14 | UNIVERSITY OF ILLINOIS WIND ENSEMBLE |
| 14-16 | KABUKI DANCE CONCERT |
| 15 | MASS IN B MINOR |
| 16 | THE WALDEN QUARTET |

NOVEMBER AT KRANNERT (Cont'd)

- 18-23 AH, WILDERNESS! by Eugene O'Neill (play)
21 STOCKHOLM PHILHARMONIC ORCHESTRA
22 UNIVERSITY OF ILLINOIS SMALL SYMPHONIC BAND
23 UNIVERSITY OF ILLINOIS LARGE SYMPHONIC BAND
23 FIDELIO by Ludwig van Beethoven (opera)
25 OLD FAVORITES FROM NEW MUSIC

Many popular entertainers perform at the Assembly Hall. Some highlights of the 1975-76 season included the Doobie Brothers, Crosby and Nash, Henry Mancini, Merle Haggard, The Vienna Boys Choir, The U.S.S.R. Gymnastics Team, Loretta Lynn, Olivia Newton John, the Ice Capades, and the Barnum and Bailey Circus. Students are eligible for reduced ticket prices for all events at the Krannert Center for the Performing Arts and the Assembly Hall.

C. Lectures

Many lectures are presented on campus each year. Some are sponsored by the University, many by academic departments, and others by student organizations. Some of the better-known lecture series are the Afro-American Lecture Series, the George A. Miller Lectures, and the YMCA-YWCA Forum. Some of the recent visiting lecturers at Urbana-Champaign have been Ralph Nader, consumer advocate; Margaret Mead, anthropologist; Noam Chomsky, linguist; Adrienne Rich, poet; and Warren Farrell, author.

D. Films

The Cinema Guild, Film Society, Cinema Internationale, Illini Union Student Activities, and YMCA sponsor campus film series at reduced prices. A Film Council helps coordinate the bookings of the various film groups and publishes a calendar of films scheduled.

E. Student Representative Organizations

1. Urbana-Champaign Senate. The Senate, which is composed of fifty students elected from constituencies divided along college and curriculum lines and 200 faculty members, works primarily through its numerous committees. The Senate rules on many academic matters which directly affect students, such as changes in academic programs,

grading policies, student discipline, and tenure of faculty. Senate meetings are held the second Monday of every month during the fall and spring semesters.

All fifty student senators belong to the Student Senate Association. This organization develops strategies for debate on the floor of the Senate to help student-oriented proposals get Senate approval.

2. The Undergraduate Student Association (UGSA). Established in 1969, UGSA is composed of an elected Steering Committee of ten students and a chairperson. Elections for positions on the UGSA Steering Committee are held each spring. UGSA has no governing power. It functions as an advocate of the students' positions on major issues and a promoter of services for the student body. UGSA is responsible for the creation of a number of special student services including Legal Service, Tenant Union, Common Ground (minicourses taught by students), rides service, record service, learning exchange, book referral, and refrigerator rental service. It has worked to promote greater emphasis on teaching in faculty promotion decisions and has lobbied against tuition increases. UGSA's weekly meetings are open to all undergraduates.

F. Campus Media

The Daily Illini, now in its 105th year of publication, is the official student newspaper. It is published five mornings a week during the academic year and features University, community, state, and national news. The Illio is the student yearbook. Both are written, edited, and produced by students and provide an opportunity for professionally oriented work experiences.

WPGU-FM is a student-operated radio station with a twenty-four-hour progressive rock format. WPGU-AM is carried through the electrical outlets in the University dorms and features mainly news.

WILL-AM/FM is owned and operated by the University. WILL/AM's program format is news, public affairs, and a variety of music; WILL-FM's format is classical music. WILL-TV, a University-owned station, offers programs of the Public Broadcasting System.

G. Music

The University Bands and the School of Music offer a broad range of musical activities, open to all students, regardless of academic major. Auditions for bands, choruses, and orchestras are held during the summer advance enrollment program for new students and during New Student Week, the week prior to the beginning of classes.

1. University Bands. There are two symphonic bands, three concert bands, and a marching band at the University of Illinois at Urbana-Champaign. Members are chosen by audition, with assignments made according to instrument and proficiency. Approximately 50 percent of the band members are nonmusic majors. It is not uncommon for a talented nonmusic major to be a section leader in one of the top bands. The University Bands have a separate bands building and a music library of about 8,000 titles. Further information is available from the Director of University Bands, 140 Harding Band Building.

2. School of Music. The choral ensembles are: University Chorus, Oratorio Society, University Chorale, University of Illinois Chamber Choir, University Concert Choir, Women's Glee Club, Men's Varsity Glee Club, Ineluctable Modality, and Black Chorus. These ensembles provide practical experience in the preparation and performance of choral music of various periods and styles. Admission to any group is granted by audition and consent of the instructor. In most cases, membership is not limited to music majors. Interested students may contact the Choral Office, 4-133 Krannert Center for the Performing Arts.

Admission to the University Symphony Orchestra, Chamber Orchestra, Wind Ensemble, Contemporary Chamber Players, and jazz bands is by consent of the instructor. One semester hour of credit is awarded for each course. Further information may be obtained from the Orchestra Office, 2-123 Krannert Center for the Performing Arts.

H. Theatre

1. University Theatre. The University Theatre is the producing agent for the Department of Theatre. The annual program includes eight major plays, two children's plays, and six studio theatre productions. All performances are given in the Playhouse or Studio Theatre at the Krannert Center for the Performing Arts. The casts and crews for the productions are selected from students registered in theatre courses and from volunteers. Major productions during the 1975-76 season included Skin of Our Teeth, One Flew over the Cuckoo's Nest, 76 Town Hall, Country Wife, Invitation to a March, Jumpers, Ah, Wilderness!, and Whispers on the Wind. For information, contact the University Theatre, Fifth level, Krannert Center for the Performing Arts.

2. Illinois Opera Theatre. Four fully staged opera productions are presented each year in connection with the School of Music. Undergraduate and graduate students participate in all aspects of the opera productions, and tryouts are open to all students. The 1975-76 opera season featured Die Fledermaus, La Boheme, The Crucible, and The Rake's Progress.

I. Sports

1. Intramurals. The Division of Campus Recreation conducts an extensive intramural program. The Intramural Calendar for the first semester 1975-76 has been reproduced and included below to provide an overview of intramural activities. In addition to intramural sports, informal recreational opportunities are offered such as roller skating, rental of outdoor camping equipment, student taught miniworkshops on various sports, the Chancellor's Decathlon Tournament, and the Illini Century Club which awards T-shirts to anyone who jogs 100, 250, or 500 miles or who swims 25, 50, or 75 miles. For further information, contact the Division of Campus Recreation, 170-172 Intramural-Physical Education Building.

I-M CALENDAR

FIRST SEMESTER 1975-76

Co-Rec Sports

Volleyball
Football
Basketball
Table Tennis
Badminton
Inner Tube Basketball
Indoor Track and Turkey Run
Broomball Hockey

Women's Sports

Touch Football
Soccer
Tennis (singles and doubles)
Bowling
Volleyball
Badminton (singles and doubles)
IM Sports Rally
Indoor Track Carnival
Basketball Free Throw
Squash (second semester)
Basketball (second semester)

Undergraduate Men's Sports

Divisional Competition

Touch Football	Handball
Volleyball	Water Polo
Soccer	Wrestling
Golf	Basketball (second semester)

Open Competition

Pledge Touch Football	U.I. Water Polo
"B" Touch Football	Racquetball (singles and doubles)
160 lb. and Under Football	"A" and "B" Basketball
U.I. Touch Football	Indoor Track Relay Carnival
U.I. Volleyball	Free-Throw Shooting
Two Pitch Softball	U.I. Ice Hockey (second semester)
Handball (singles and doubles)	"B" Basketball (second semester)
Badminton (singles and doubles)	Pledge Basketball (second semester)
Cross Country	U.I. Basketball (second semester)
Cycling	5'9" and Under Basketball
Riflery	(second semester)

2. Club Sports. There are several club sports on campus: hockey, soccer, lacrosse, rugby, and others. The Daily Illini, the student newspaper, publishes notices of meetings and tryouts.

3. Women's Intercollegiate Sports. The women's athletic program includes seven intercollegiate sports: basketball, golf, gymnastics, swimming/diving, tennis, track, and volleyball. The University is a member of the Association of Intercollegiate Athletics for Women on the State, midwest, and national levels.

All entering freshmen are eligible to try out for an intercollegiate team. A general orientation meeting for all prospective athletes is held the first week of classes, and tryouts for each team are conducted at the beginning of the season for each sport. Approximately 142 athletes are selected to represent the University on the seven varsity teams.

Athletic scholarships, equivalent to in-State or out-of-State tuition, are available to outstanding women athletes. Only students who are academically eligible and have participated in athletics for one year at the University of Illinois are eligible for scholarship consideration. Names of coaches, tryout dates, and additional information are available from the Athletic Association, 114 Assembly Hall.

4. Men's Intercollegiate Sports. The University is a member of the National Collegiate Athletic Association and competes as a member of the Big Ten Conference. Men's intercollegiate sports include baseball, basketball, cross-country, fencing, football, golf, gymnastics, swimming, tennis, track, and wrestling.

Grants-in-aid are awarded to individuals who, in addition to their academic qualifications, show exceptional athletic promise. Under NCAA, AIAW, and conference regulations, student athletes are eligible for financial aid consisting of tuition and fees, room, board, and loan of books. Inquiries should be directed to the Athletic Association, 121 Assembly Hall.

5. AA Cards. Students interested in attending intercollegiate athletic events may purchase AA cards. The card entitles the holder to a reserved seat for all home football games and reduced admission prices on all other regularly scheduled athletic events except basketball. Schedules for intercollegiate sports are available from the Athletic Association, 115 Assembly Hall.

J. Student Organizations

There are approximately 500 professional, social, religious, scholastic, and special interest organizations on campus. During spring 1976, the Office of Admissions and Records surveyed the organizations registered with the Office of Campus Programs and Services to determine their objectives, recent activities, and membership criteria. This information is summarized in the following chart. The chart is incomplete since not all organizations returned the questionnaire.

Students may obtain further information about these clubs and organizations by contacting the Office of Campus Programs and Services, 110 Student Services Building.

HONOR SOCIETIES

Name	Purpose	Activities	Membership criteria
Alpha Epsilon	Recognition of high academic achievement	Provide scholarship, tutor engineering students	Invitation, junior or senior
Alpha Epsilon Delta	Practical experience and service	Field trips and tours of hospitals and medical schools	Pre-health field of study
Alpha Lambda Delta	Recognition of high academic achievement	Initiation	Invitation, freshman women
Alpha Sigma Mu	Recognition of high academic achievement		Invitation, metallurgy, gpa
Atius-- Sophomore Women's Honorary	Recognition of high academic achievement, leadership and involvement	Atius-Sachem sing	Petition, campus leadership, gpa
Beta Alpha Psi	Recognition of high academic achievement	Field trips to accounting firm, banquet	Accounting, gpa
Chi Epsilon Fraternity	Recognition of high academic achievement	Honor's banquet	Civil engineering, gpa
Delta Sigma Rho-Tau Kappa Alpha	Recognition of forensic achievement	Nominate student speaker of the year, attend national conference	Invitation, gpa, junior or senior

HONOR SOCIETIES (cont'd)

<u>Name</u>	<u>Purpose</u>	<u>Activities</u>	<u>Membership criteria</u>
Delta Phi Alpha	Recognition of academic achievement	Initiation, achievement awards	German studies, gpa
Dobro Slovo, National Slavic Honorary Society	Recognition of academic achievement	Initiation ceremony	Russian, gpa
Eta Beta Rho	Recognition of academic achievement		Invitation, Hebrew, gpa
Eta Kappa Nu	Recognition of academic achievement	Engineering plant tours	Invitation, electrical engineering
Gamma Epsilon	Recognition of academic achievement	Banquets, assist in teaching design to high school industrial arts students	Invitation, general engineering, gpa
Gargoyle Society	Recognition of academic achievement	Initiation banquet, freshman and faculty awards	Architecture, gpa, senior or graduate
Kappa Delta Pi	Recognition of academic achievement	Speakers program	Education, gpa, senior or graduate
Kappa Tau Alpha	Recognition of academic achievement	Banquet	Commerce, gpa, junior or senior
Omicron Delta Epsilon	Recognition of academic achievement		Economics, gpa
Phi Beta Kappa	Recognition of academic achievement	Scholarship fund	Invitation, gpa
Phi Kappa Phi	Recognition of academic achievement		Invitation, civil engineering
Pi Delta Phi	Recognition of academic achievement	Initiation and dinner, lecture	Invitation, foreign languages, gpa
Pi Kappa Lambda	Recognition of academic achievement	Fund raising faculty concert	Invitation

HONOR SOCIETIES (cont'd)

Name	Purpose	Activities	Membership criteria
Pi Sigma Alpha	Recognition of high academic achievement		Invitation, political science, gpa
Pi Tau Sigma	Recognition of high academic achievement	Engineering open house, banquet	Mechanical engineering, junior or senior
Psi Chi	Acquaint members with psychology opportunities	Initiation banquet, colloquium speakers, peer advising	Psychology, 9 hours minimum, gpa, second semester sophomore
Sigma Delta Pi	Recognition of high academic achievement	Initiation	Spanish, gpa
Tau Beta Phi	All engineering honor society	Engineering open house	Invitation, engineering students, gpa
Torch	Coordinating council for activities of other groups	Rummage sale, banquet	Invitation, sophomore women

INTEREST ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
Agricultural Economics Club	Practical experience in one's field of study	Various contests related to agricultural economics, exchanges with clubs at other universities	Any student
Agricultural Mechanization Club	Practical experience in one's field of study	Club banquet, field trips, programs, seminars	Any student
Agriculture Education Club	Practical experience in one's field of study	Distribution of soil samples to high schools, spring speech contest	Agriculture education students

INTEREST ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Alpha Eta Rho	Bring together people with interest in aviation	Fly-in pancake breakfast, trip to Dayton, Ohio	Any student
Alpha Mu Sigma	Experience in allied health fields	Field trip to Chicago Medical Center, lectures	Allied health students
American Academy of Mechanics	Interest club. - engineering mechanics		Any student
American Choral Directors	Practical experience in one's field of study	Guest lecturers, attend regional convention	Membership in ACDA
Associated General Contractors	Technical society interested in construction	Field trips to local construction projects, attend convention	Civil engineering
Association for Human Computer Symbiosis	Education and innovation in computer science applications	A seminar program, expedition to Idaho	Any student
Astronomical Society	Observational work in astronomy	Trip to Prairie Observatory, Astronomy Day	Any student
Campus Scouts	Community service recreation	Lead girl scout troops, sell girl scout cookies	Any student
Child Development Option Club	To learn about child development career opportunities	Home economics bazaar, tours, speakers	Any student
Chinese Sociality and Science Club	Community service and social activities	Introduction of different academic fields, introduction of special skilled techniques	Any student

INTEREST ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Concert Choir	Making and perfecting music	Concert tours in the state of Illinois	Any student by audition
Conflictions Simulations Society	Military history, organize and provide a place for wargamers to meet	Weekly meetings, organize wargame convention between states	Any student
Cooperative Extension Club	Service to the 4-H program	Training programs and workshops for 4-H groups across the state	Any student
Craft Guild	Practical experience in one's field of study	Craft exhibition and sale, Paul Soldner workshop	Any student
Dad's Association	Provide activities to benefit students, parents, and U. of I.	Conduct orientation meetings on campus for parents of new students, finance emergency loans	Fathers of students
dB Club	Practical experience in one's field of study	PAL program and bowling for local deaf children	Education of deaf students
Field and Furrow Agronomy Club	Practical experience in agronomy	Conventions, making crop seed sets and monolith trays, recreational activities	Any student
The Film Society	Make classic and foreign films available on campus	Regular film series each week, visit by Frank Capra	Any student
Friends of the Venceremos Brigade	Educational seminars on Latin American culture	Speakers and films on Latin America	Any student
Gamma Theta Upsilon	Geographical study	Geography open house, meetings	Minimum 1 course in geography, invitation

INTEREST ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
General Management Club	Practical experience in one's field of study	Provide career information in management related areas	Anyone, basically home economics management majors
German Club	Social activities and practical experience in one's field of study	Oktoberfest, Fasching	Any student
Gregory Drive Camera Club	Recreation	Sponsor a basic photo class	Any student with previous darkroom experience
Home Economics Education Seminar	Practical experience in one's field of study	Bazaar, conference	Any student in home economics
Horticulture Club	Practical experience in one's field of study	Flower show on Mom's Day, guest speakers	Horticulture students
Illini Aikido Club	Practical experience in one's field of study, Budo-Aikido	Train in Aikido and understand oneself through Aikido	Any student
Illini Forensic Association	To promote public discussions and debate in Illinois	Debates against Oxford, DePauw, Princeton and also community groups	Any student
Illini Union Student Association	Social activities	Quad Day, movies, international fair, bridge clubs, Homecoming	Petition
Illinois Technograph (Engineering magazine)	Publish magazine four times a year	ECMA national conference, staff picnic	Any student
Interior Design Club	Practical experience in one's field of study	Field trips, residential lighting workshop	Any student

INTEREST ORGANIZATION (cont'd)

Name	Purpose	Activities	Membership criteria
Irish Historical Society	Interest - Irish art	Expanding organization library, MSS research	Invitation
Kalligraphia	Interest - calligraphy	Expansion of organization library, research	Any student
Linguistics Seminar	Provide a forum for students and faculty to discuss ideas about language through the study of linguistics	Students and faculty present lectures on language, linguistics, and applied linguistics	Any student
The Lithuanus Club	Lithuanian culture promulgation	International fair, guest speakers and lecturers every so often	Lithuanian origin or acquaintances
Objective	Research publications	Writing, editing, graphics, etc.	Architecture students
Popular Culture Club	Recreation: science fiction, comic books, mystery, etc.	Publication of a fan magazine, discount book-buying service	Any student
Prairie Group of the Sierra Club	Community service	Opposition to Middle Fork Reservoir, hiking and canoe trips	Any student
The Pre-Veterinary Club	Practical experience for students interested in veterinary medicine	Co-sponsor campus pet show, assist in the College of Veterinary Medicine's annual open house, seminars	Any student
Psychology Graduate Student Organization	Consolidating graduate interests and influence	Department head search committee, graduate study committee, annual picnic	Psychology graduate students

INTEREST ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Russian Club	Social and practical experience in one's field of study	Annual Slavic dinner, New Year's party	Any student
Society for Druidic Studies	Ceremonial	Ceremonies research	Invitation
St. Jude Children's Hospital (ALSAC)	Charitable organization	Mother's Day weekend fund raising drive	Any student
Synton Radio Club	Maintain a student station	Recreation	Any student
Television Workshop	Practical experience in one's field of study	TV workshop	Any student
Terrapin Synchronized Swim Club	Recreation	Mother's Day weekend show, tryouts	Skill level
Transfer Students Association	Social and service organization	Illini road rally, letters to new transfers	Transfer students
Twin Town Tricksters	Workshops on conjuring	Guest lecturer, exchange with a Decatur magicians club	Any student
Undergraduate History Association	Exposure to a variety of topics dealing with history, opportunities to meet faculty, social activities	Field trips to Nauvoo, IL and Koster site	History or related fields, i.e., social studies students
Undergraduate Social Workers Association	Educational policy review and reform	Social work workshop, newsletter	Social work students
The Varsity Men's Glee Club	Performance of both classical and popular music written for men's choirs	Dad's Day performance, spring concert performances	Any student passing the qualifying singing audition

INTEREST ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Vegetarian Incorporated	Educational policy review and reform		Any student
Women Law Students	Women's advocacy group	Bimonthly support sessions, career conference planned for next fall	Law students
The Women's Forum	Review of women's interests on campus	Meetings each month	Any student

POLITICAL ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
College Republicans	Political assimilation	Debates, Spring-field tours	Any student
Committee to Support the Farm Workers	Support for United Farm Workers	Fund raising, information distribution	Any student
Common Cause	Political reform	Legislative lobbying, political campaign, monitoring	Any student
C-U Chile Coalition	Bring information about Chile to campus	Chilean film series	Any student
Gay People's Alliance	Political and social activities	Gay switchboard, coffee houses	Any student
Israeli Student's Organization	Political and cultural	Anti U. N. resolution rally	Israeli nationality
Jimmy Carter Presidential Campaign	Promote Carter's candidacy	Coffee for local supporters	Any student
Local Government Coalition	Educate public on local problems	Forum on housing, city council candidate forum	Any student

POLITICAL ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Pax	Education and action on peace issues	Petition for universal unconditional amnesty	Any student
President Ford Committee	Aid in election of Ford	Educate students as to Ford's position	Any student
Revolutionary Student Brigade	Raise political consciousness	Bicentennial campaign	Any student
Students for Environmental Concerns	Political activism	Earth week, environmental education	Any student
Tanstaaf1	Educational policy review and reform	Maintenance of Tenants Union and Student Legal Service	Any student
United Students for Summers	Political campaigning	Raise money, campaigned for student trustee	Invitation
Women Students' Union	Community service	Women's health care, equal rights amendment	Any student
Young Socialist Alliance	Political activity	Socialist educational discussion series	Any student

PROFESSIONAL SOCIETIES

Name	Purpose	Activities	Membership criteria
Air Force ROTC Activity Council	Professional society	Help with disadvantaged children	Petition, gpa
Alpha Kappa Psi	Practical experience in one's field of study	Field trips, student-faculty luncheons	Commerce students

PROFESSIONAL SOCIETIES (cont'd)

Name	Purpose	Activities	Membership criteria
American Institute of Aeronautics and Astronautics Student Branch	Social activities	Aviation ground school, engineering open house	Any student
American Society of Agricultural Engineers	Practical experience in one's field of study	Field trip, engineering open house	Engineering students
American Society of Civil Engineers	Practical experience in one's field of study	Concrete canoe races, engineering open house	Any student
American Society of Mechanical Engineers	Practical experience in one's field of study	Field trips, engineering open house	Any student
Art League	Purchasing for department	Allow students to purchase supplies at discount and from physical plant	Sculpture students
Associated Student Chapter of the American Institute of Architects	Practical experience in one's field of study	Participation in national ASC/AIA convention	Any student
Association of Food Technologists	Practical experience in one's field of study	Homecoming luncheon, picnic for students and staff	Food science students
Chapter of the National Student Speech and Hearing Association	Social and educational activities	Speakers, clinic Christmas party	Speech and hearing science students
Construction Specifications Institute	Increase student understanding of construction and architecture administration	Tour of Unteed and Associates, tour of steel mill	Architecture and engineering students

PROFESSIONAL SOCIETIES (cont'd)

Name	Purpose	Activities	Membership criteria
Graduate Student of Special Libraries Association	Practical experience in one's field of study	Field trips to special libraries, bring speakers to campus	Library science students
Illi-Sota	Educational	Parent's day honors recognition brunch	Occupational therapy students
Illini Recreation and Park Association	Practical experience in one's field of study, educational policy and reform, social activities	Provide input concerning curriculum, banquet	Recreation and leisure studies students
Metallurgical Society	Social activities	Engineering open house	Metallurgy and mining engineering students
Music Educators National Conference	Practical experience in one's field of study	Meetings, programs, guest lectures	Music students
Phi Alpha Delta Law Fraternity	Practical experience in one's field of study	Seminar on Karen Anne Quinlin's case, "brown bag" program	Law students
Phi Gamma Nu	Practical experience in field of study	Guest speakers, spring formal	Commerce students
Phi Lambda Upsilon	Recognition of high academic achievement	Albert Noyes lecture, employment and job interview seminars	Chemical science students
Ricker Reader	Expand coverage of department and architectural items	Newsletter, Department of Architecture	Architecture students
Semper Fi Society	Practical experience in one's field of study	Annual "toys for tots" drive	U.S. Marine Corps officer program
Sigma Alpha Iota	Advancement of music	Played and sang for local nursing homes, bake sales	Music, gpa, female students

PROFESSIONAL SOCIETIES (cont'd)

Name	Purpose	Activities	Membership criteria
Sigma Delta Chi	Practical experience in one's field of study	Awards banquet, <u>The Tumor</u>	Journalism or radio-tv students
Society of Automotive Engineers	Practical experience in one's field of study	Trike race, rally, seminars	Any student
Student Association for Computing Machinery	Practical experience in one's field of study	Picnic and monthly seminars	Computer science and engineering students
Student branch of the American Ceramic Society	Professional society	Open house, pig roast	Any student
Student Planning Organization	Coordinating extra-curricular activities of planning students	Group trips to conference, colloquia on various planning topics	Urban and regional planning students
Trident	Social activities		NROTC members
Women in Communications, Inc.	Practical experience	Tour WCIA-TV facilities, monthly news-letter	Students interested in communications
Xi Sigma Pi National Forestry Fraternity	Professional honorary	Banquet, awards	Forestry, invitation, gpa

RELIGIOUS ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
Bahai Club	Promote unity and knowledge	Activities day booth	Any student

RELIGIOUS ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Baptist Student Union	To lead students in the Christian life	Weekly meeting, volunteer work parties, retreats	Any student
Eckankar Campus Society	Disseminate religious information	Community lectures	Any student
Free Methodist Student Foundation	Spiritual encouragement	Weekly Bible studies, fall picnic	Any student
Illini Chinese Christian Fellowship	Share their beliefs with Chinese community	Musical evangelical meeting, miniretreat	Any student interested in Christianity and Chinese
Knights of Columbus	Community service	Candy sale for mentally handicapped children	Catholic men
Navigators	To help others grow in Christian life	Conference trips	Any student
Newman Club	Social	Special liturgies, discussion groups, hayrides	Any student
Religious Studies Recreation Committee	Recreation	Inter-peer group socialization	Invitation to join
Scientology Club	Disseminate information	Operate a book table, distribute literature	Any student
Son City	Fellowship and evangelism	Weekly meetings, conferences	Any student
Students of Light	Religious study	Weekly meetings	Any student
The Way Biblical Research and Teaching Ministry	Evangelism		Any student

SERVICE ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
Arnold Air Society	Community service	Airplane wash, help handicapped children	Air Force ROTC
Auxiliary to the Student Chapter of the American Veterinary Medical Association	Service to the student chapter	Dog obedience training, educational symposium	Spouses of veterinary medicine students
Campus Chest	Community service	Fund-raising balloon sale	Any student
Champaign County Audubon Society	Community service	Natural history field trips	Any student
Circle K	Community service	Kiwanis Peanut Day, Thanksgiving food baskets	Any student
Delta Sigma Omicron	Help disabled students	Public awareness project	Any student with some physical limitation
Family Housing Council	Help residents and to organize social activities	Regulate and assign garden plots, organize a co-op	Married families residing in Orchard Downs
Illini Guides	New student orientation	Quad Day, new student week residence hall activities	Must petition and be selected
Kenneth Kuumba Shackelford Community Institute	Community service	Photo workshop, project summer experience	Any student
Krannert Center Student Association	Community service	Provide ushers, tour guides, and technical assistants	Any student
Photo-Cine Co-op	Provide photo equipment	Field trips	Students in the field of photography, cinematography

SERVICE ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Student Architectural Services Association	Fund raising	Attend architectural convention	Architecture students
Students' International Meditation Society	Community service	Introductory lectures, conferences	Any student
UGSA Tenant Union	Community service	Counseling and education on housing problems	Any student
YMCA Student Group	Fulfill program needs of students	Plant club, mini-course series	Any student

SOCIAL ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
Acacia Fraternity	Social fraternity	Muscular dystrophy "swim-athon"	Invitation
Alpha Rho Chi	Unite architecture students in fellowship	Student artwork displays	Architecture students, FAA
Caribbean Students Association	Cultural, economic, and political awareness	Talks and seminars on Caribbean affairs	Any student
Delta Upsilon Fraternity	Brotherhood	Charity basketball tournament	Invitation
Formosan Student Club	Social	Lunar New Year celebration	Native Taiwanese
Gamma Phi Beta	Social	Raise money for the heart fund	Invitation
Illinois Society of General Engineers	Social	Student-faculty bowling tournament and picnic	General engineering

SOCIAL ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
India Students Association	Cultural and social activities	Show Hindu movies	Indian national
Maji	Social activities	Black history week tribute	Invitation, black students
Nabor House Fraternity	Independent agriculture cooperative	Homecoming, Mom's Day	Agriculture students
NROTC Drill Team	Perform drill routines	Drill meets	NROTC members
Organization of Arab Students	Social	Picnics and lectures about the Arab world	Arab students
Pakistan Students Association	Social activities	Weekly talks and social programs	Pakistan citizenship
Phi Delta Theta	Social	Volunteer work at Champaign County Historical Society	Invitation
Phi Mu Fraternity	Social	Planning of dances, Project Hope charity	Invitation, business majors
Phi Sigma Kappa	Social fraternity	Social functions with sororities, rush	Invitation
Phi Sigma Sigma	Sisterhood	Panhellenic Council, women's wheels	Invitation
Sigma Alpha Mu	Social fraternity	Heart fund--hoc-key tourney, blood drive	Invitation
Sigma Kappa	Social	Volunteer work at Champaign County Nursing Home, dances	Invitation

SOCIAL ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Star Trek Federation	Social	Science fiction art show, Star Trek trivia bowl	Any student
Stoughton Goody	Social	Basketball tournament	Any student
Tau Delta-Pi Lambda	Social fraternity		Invitation
Tomahawk	To recognize leadership of those students in independent housing		Invitation
Town and Area	Social	Weekly dinner guest, Thanksgiving dinner for Chanute airmen	Local residents attending the University of Illinois
Women's Club	Social	Two scholarships awarded	Faculty spouses
Zeta Phi Beta	Social sorority	Spring formal, March of Dimes	Invitation

SPORT ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
Ball Busters	Recreation	Dinner dance, tutor athletic skills	Any student
Flying Illini, Inc.	Practical experience in flying	Flying	Any student
Illini Folk Dance Society	Recreation, social	A teaching workshop, performances at international fair	Any student

SPORT ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Illini Glider Club, Inc.	Recreation	Flight training	Any student
Illini Racquet-ball Club	Recreation	Club tournaments	Any student
Illini Sport Parachute Club	Recreation	National and regional parachuting meets	Any student
Illini Squash Club	Recreation	Squash clinic and tournament	Any student
Illini Table Tennis Club	Recreation	Intercollegiate team play, <u>Daily Illini</u> open tournament	Any student
Illini Weight Lifting Club	Promote weight lifting on campus	Intercollegiate and intramural meets	Any student
Illinois Lacrosse Club	Recreation	Play games with other colleges	Any student
Illinois Track Club	Recreation	Long-distance running	Any student
Latecomers	Promote volleyball	Host tournaments, raise funds	Any student
NROTC Rifle Team	Recreation	Rifle meets	NROTC members
Prairie Cycle Club	Recreation	Spring and fall 100 mile rides	Any student
Roller Skating Club at University of Illinois	Recreation	Roller skating outings	Any student
Scuba Club	Recreation	Trip to Bahamas, training in scuba diving	Any student

SPORT ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
Tennis Club	Recreation	Play tennis	Any student
University Soccer Club	Recreation	Play soccer, taffy apple sale	Any student
Women's Soccer Club	Recreation	Organize and play soccer with other teams	Any student

STUDENT GOVERNING ORGANIZATIONS

Name	Purpose	Activities	Membership criteria
American Field Service College Club	Improve overseas understanding and communications	American a-broad orientation	Any student
Chinese Student Club	Social and recreation	International fair	Chinese students
Commerce Council	Student governing unit	Sponsored a career seminar, newsletter	Commerce students, petition
Council of Presidents	Governing and coordinating	Organizing	Limited to residence hall residents
Engineering Open House Central Committee	Manage engineering open house	Publicity, tours	Engineering students
Graduate Student Association	Voice for graduate and professional students in University affairs	Provide consumer information, appointments to University committee	Graduate and professional students
Interfraternity Council	Service to fraternities	Fraternity rush, publish <u>Illini Greek</u>	Campus fraternities

STUDENT GOVERNING ORGANIZATIONS (cont'd)

Name	Purpose	Activities	Membership criteria
McKinley Health Center Board	Advise the director as to how student funds should be spent	Survey to obtain soft-tissue dental care for students	Petition
Navy Council	Coordinating council	Battalion picnic and party	NROTC members
Nutritional Sciences Graduate Student Association	Educational policy review and reform	Newsletter, social gatherings	Nutritional sciences graduate students
Panhellenic Council	Policy making; governing for sororities	Sorority formal rush, plant sale philanthropy	All national sororities on campus
Student Advisory Council	Coordinating council	Fulfill membership obligations to medical college committees, Christmas dance	Medical students
Student Bar Association	Liaison with law school administration	Referendum on grading policy	Law students
Undergraduate Student Association	Community service and educational policy review and reform	Tenant union and common ground (mini interest courses)	Undergraduate student petition

XII. FOR FURTHER INFORMATION

A. Campus Information Centers

1. Student Assistance Center, Lobby, Student Services Building, telephone (217) 333-4636.
2. Campus Information Center, north entrance to the Illini Union, telephone (217) 333-4666.

B. Information Tapes

Information on a variety of topics (e.g., CLEP and proficiency tests, campus recreation, student organizations, intellectual and cultural programs, parking and bicycle regulations) is available by calling (217) 333-2627 from 8:00 a.m. to 5:00 p.m., Monday through Friday. A student at the Student Assistance Center will play the requested tape directly into the telephone.

C. Campus Visits

1. Student Visitation Program. A structured program is offered for prospective students and parents visiting the campus on Monday and Friday during the fall (mid-September to late November). The program includes a tour of the campus and meetings with representatives from the Office of Admissions and Records, Housing Division, and Student Financial Aids. Reservations can be made by calling (217) 333-0302.
2. Transfer Student Visitation Day. In February there is an opportunity for prospective transfer students to visit the campus, talk with a representative from their proposed department, and have their questions answered by representatives from the offices of Admissions, Housing, Transfer Student Association, Student Services, Student Financial Aids, Veterans Affairs, and ROTC. A schedule of Transfer Student Visitation Day activities is mailed to each community college in Illinois in January.
3. Individual Admissions Appointment. Admissions officers are available for consultation on an appointment basis Monday through Friday, 8:30 a.m. to noon and 1:00 to 4:30 p.m. (except campus holidays and December 27-31). Call (217) 333-0302 for an appointment.

D. Publications

1. Catalogs. The Undergraduate Programs catalog provides detailed information about each college, curriculum, and field of concentration, including graduation requirements and sample course schedules.

The Courses Catalog describes courses available at the University. Reference copies of these catalogs are available at high school and community college counseling offices and at local libraries. Individual copies may be purchased from the Illini Union Bookstore by sending a check or money order for \$2.00 (per catalog) to: Illini Union Bookstore, 715 South Wright Street, Champaign, Illinois 61820. Each catalog costs only \$1.00 if purchased on campus at the Illini Union Bookstore.

2. Timetable. The Timetable, published each semester, lists the courses being taught with their class meeting times and locations, and provides instructions for advance enrollment and registration. Copies are distributed to students without charge prior to advance enrollment from the Campus Information Center, north entrance to the Illini Union, and from the Student Assistance Center, lobby, Student Services Building.

3. Admissions Publications

. Information for Prospective Undergraduate Students (a brief introduction to the campus and its programs)*

. Educational Information - Foreign Admissions (general information about the campus, instruction, expenses, academic programs, and application procedures for foreign students)*

. Undergraduate Admissions Information bulletin and application (explanation of admission policies and procedures and estimates of admission qualifications by academic program)*

. Transfer Handbook for Junior College Students, Academic Advisers, and Counselors (suggested two-year transfer programs for various fields of study)*

* Copies of these pamphlets and excerpts from the Transfer Handbook for Junior College Students, Academic Advisers, and Counselors for various transfer programs are available without charge from the Office of Admissions and Records, 177 Administration Building, Urbana, Illinois 61801.

XIII. ACADEMIC AND PROFESSIONAL OUTCOMES INFORMATION

A. Introduction

In choosing a college or university, prospective students are naturally concerned about their chances for staying in school and getting a job after graduation. Such concerns are addressed in this section of the handbook.

By examining the performance of previous students with similar abilities and academic interests, prospective students can get an idea of their own chances for success at the University of Illinois at Urbana-Champaign. The following information is organized to aid you in this comparison.

1. Indicators of Academic and Professional Success. The following criteria have been selected as indicators of academic and professional success.

Academic success indicators

- a) Combination of ACT composite score and high school percentile rank (HSPR)
- b) Placement into freshman courses
- c) Proficiency credit
- d) Grade-point average after the first semester
- e) Academic status after the freshman year (i.e., good standing, probation, or dropped)
- f) Graduation after 8 or 10 semesters

Professional success indicators

- a) Employment rates
- b) Salaries
- c) Performance on graduate and professional school entrance examinations

2. Program Groups. For convenience, the undergraduate fields of study (curricula) at the Urbana-Champaign campus have been consolidated into nine Program Groups. A listing of the fields of study in each Program Group is presented at the beginning of each Program Group section. Program Groups 1, 2, 3, and 4 lean toward the humanities and social sciences; Groups 5, 6, 7, 8, and 9 are oriented more toward mathematics. The Program Groups also differ from each other in the abilities, verbal and quantitative, and in the academic competitiveness of students enrolled in them. (See Figure 1.) The ability level of students in each Program Group is defined in terms of admission test score (either ACT composite or SAT total) and high school percentile rank (HSPR).

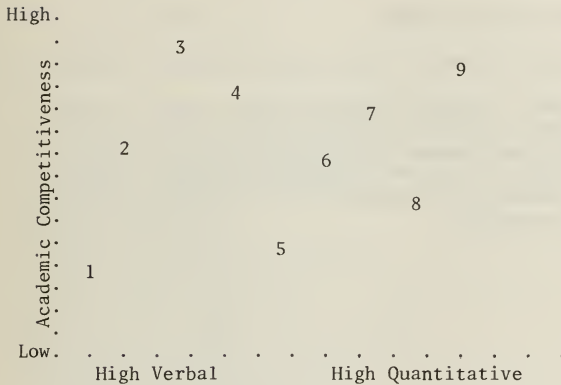


Figure 1

1. Health, Recreation, Physical Education, Aviation
2. Elementary Education, Home Economics, Fine and Applied Arts
3. Languages, Speech and Hearing
4. Communications, Classics, Social Science, English
5. General Agriculture, Horticulture, Landscape Architecture
6. Restaurant Management, Business, Economics and History

7. Agricultural Mechanization, Teaching of Mathematics and Science, Biological and Earth Sciences
 8. Agricultural Science and Engineering, Agronomy
 9. Physics, Nuclear Engineering, Chemistry, Mathematics
3. How to Use the Academic and Professional Outcomes Information.
To effectively use the Academic and Professional Outcomes Information, students must have the following information about themselves:
- a) Scores on the ACT or SAT;
 - b) High school percentile rank;
 - c) Probable field of study.

Knowing this personal data, students can locate their field of study in one of the Program Groups and draw some conclusions from the data about their probable performance at the University of Illinois at Urbana-Champaign. Students who are undecided on a major field of study may want to examine the information in the Program Groups closest to their basic interests.

B. Program Group 1

Program Group 1 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 203 beginning freshmen (48 percent male, 52 percent female) were enrolled in the fields of study included in Program Group 1.

INSTITUTE OF AVIATION

Aircraft maintenance and combined flight-maintenance
Professional pilot

COLLEGE OF EDUCATION

Technical education specialties

COLLEGE OF APPLIED LIFE STUDIES

Community health education
Motor development
Motor performance
Nonteaching physical education
Physical education
Public safety education
Recreation and park administration
Recreation--outdoor
Recreation program specialist
Recreation--therapeutic
School health education
School safety education
Social science of sport

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 22, and the average high school percentile rank (HSPR) was 74. Their highest subtest scores on the American College Tests (ACT) were in the areas of mathematics and natural science. (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 1 by examining the following two tables. For example, Table 2 shows that 1 percent of the freshmen who entered Program Group 1 had an ACT composite above 28 and ranked in the upper 10 percent of their graduating class. The table also shows that 6 percent of the freshmen had an

ACT composite above 28 and that 16 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 1: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
20	23	22	24	22

Table 2. Program Group 1: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals (%)
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	-	-	-	-	-
28-30	1	1	2	2	6
25-27	7	4	7	11	29
Below 25	8	13	20	26	67
Totals	16	18	29	39	100

Q. What mathematics course do most students in Program Group 1 take as freshmen?

A. The majority of students in Program Group 1 curricula enroll in algebra-trigonometry, rather than calculus, as freshmen. Mathematics placement is determined on the basis of a standardized University placement examination. Table 3 gives specific mathematics course placement rates for the 203 freshmen who entered Program Group 1 in 1975. (See Appendix B for description of placement examinations.)

In Program Group 1, only students entering physical education and health and safety education curricula within the College of Applied Life Studies must take chemistry course work to fulfill degree requirements. Table 3 gives the chemistry placement rates for the students in Program Group 1 who took the examination in 1975.

Table 3. Program Group 1: Percentage of Freshmen Placing into
Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	7
Algebra or Trigonometry	66
Calculus	8
Freshmen not Testing	19
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	7
General Chemistry (requires some prior knowledge of chemistry)	7
Quantitative Analysis (advanced chemistry)	-
Freshmen Not Testing	86

Q. Are students in Program Group 1 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree, as well as have the opportunity to take elective or advanced course work.)

A. About 4 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 17 percent received credit in humanities, 10 percent in social science, 26 percent in biological science, and 16 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 1: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	83	17	-
Social Science	90	10	-
Biological Science	74	21	5
Physical Science	84	11	5

Q. How high a grade-point average do freshmen in Program Group 1 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 4.2 and 4.8, or somewhere between a B+ and an A- average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 1: First Semester Freshman Grade-Point Averages by Combination of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				
	90-99	80-89	70-79	Below 70	Average GPA
Above 30	4.8	-	-	-	4.8
28-30	4.2	4.4	-	4.0	4.2
25-27	4.2	4.0	4.1	3.5	3.9
22-24	3.7	3.6	3.8	3.6	3.6
Below 22	3.3	3.8	3.4	3.3	3.4
Average GPA	3.8	3.9	3.7	3.5	3.6

Table 6. Program Group 1: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
21	51	51
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.0	12	3.6

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 223 students who began as freshmen in 1970 in Program Group 1, only 5 percent were academically ineligible to return after their freshman year and that 48 percent had graduated at the end of ten semesters.

Table 7. Program Group 1: Academic Status of Students after

2, 4, 6, 8, 10 Semesters

	<u>Semester</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	75	69	56	19	4
Probation (%)	15	6	5	2	-
Dropped (%)	5	10	11	13	13
Withdrawn (%)	5	14	26	33	35
Graduated (%)	-	-	1	33	48

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 1?

A. Generally, freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 10 percent of the freshmen with an ACT composite above 27 and high school percent rank of 90 or higher were on probation. Considering only high school percentile rank, 5 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Fifteen percent of all students who entered Program Group 1 were on probation at the end of the second semester.

Table 8. Program Group 1: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	10	-	20	20	14
25-27	-	14	-	21	11
22-24	8	10	-	16	12
Below 22	-	22	-	29	22
Total	5	15	3	22	15

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. The lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 6 percent of the students in Program Group 1 with a high school percentile rank below 70 were dropped from the University after two semesters compared to none who had a high school percentile rank of 90 or better.

Considering the entire group, 5 percent of the students who entered Program Group 1 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 1: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				Total (%)
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 27	-	-	20	20	10
25-27	-	-	11	13	7
22-24	-	-	10	5	4
Below 22	-	-	13	2	3
Total	-	-	6	6	5

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Generally, students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 70 percent of the students who entered Program Group 1 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 40 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 1 was 33 percent. After ten semesters, the rate had increased to 48 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying 16 semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 1: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	40	-	20	-	24
25-27	57	36	-	17	28
22-24	62	40	60	34	43
Below 22	60	44	13	26	30
Total	55	38	25	26	33

Table 11. Program Group 1: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	70	100	20	-	43
25-27	64	50	11	29	39
22-24	69	60	60	52	57
Below 22	80	56	38	40	45
Total	69	56	34	41	48

Q. Do many students entering Program Group 1 change their major before graduating?

A. About one-fourth of the students who entered Program Group 1 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 1 tended to transfer to Program Group 6, a social science group. For those students who did transfer,

the highest rate of graduation was from Program Group 4, a language arts group. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 1?

A. Over 40 percent of the introductory courses (100 level) in Program Group 1 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 1: Percentage of Courses Taught
by Graduate Teaching Assistants and Faculty

Course Level	Graduate Teaching Assistant %	Assistant Professor %	Associate Professor %	Full Professor %	Other %
Introductory (100 level)	44	14	8	1	33
Intermediate (200 level)	36	23	11	15	15
Advanced (300 level)	-	43	25	4	27
Graduate	1	11	36	42	9

Q. What are the graduates of this program doing?

A. A 1973 University survey of 105 bachelor's degree graduates from Program Group 1 indicated that their principal activities within six months after graduation, were: civilian employment, 78 percent; military, 3 percent; student, 14 percent; and unemployed, 3 percent.

For those graduates who were employed full time, the average salary for thirty men was \$10,000; for forty-three women, \$7,900. Six percent of the men and 16 percent of the women were employed in clerical, laboring service, or routine sales jobs. Eighty-four percent of the men and 80 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the fifteen graduates still attending school are: second bachelor's, 7 percent; master's, 53 percent; and doctorate, 7 percent. Based on the survey none of the students were seeking professional degrees such as law or medicine.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 96 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 90 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 1 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 1 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, fifty-nine students in Program Group 1 took the Graduate Record Examination. The average scores based on this sample are as follows: (See Appendix D for information about the examination.)

Test	Verbal	Quantitative
Average	478	509

Law School Admission Test. In the fall of 1975, three students in Program Group 1 took the Law School Admission Test. The average scores based on these students are as follows: (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	500	49

Medical College Admission Test. In the fall of 1975, three students in Program Group 1 took the Medical College Admission Test, of these students, one student had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students are as follows: (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	488	592	475	528

C. Program Group 2

Program Group 2 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 1,360 beginning freshmen (29 percent male, 71 percent female) were enrolled in the fields of study included in Program Group 2.

COLLEGE OF AGRICULTURE

Home economics
Home economics education
Interior design

COLLEGE OF EDUCATION

Early childhood education
Elementary education

COLLEGE OF FINE AND APPLIED ARTS

Art--crafts
Art education
Art--general curriculum
Art--graphic design
Art--history
Art--industrial design
Art--medical
Art--painting
Art--sculpture
Dance
Music--composition
Music education
Music--history
Music--instrumental
Music--voice
Teaching of dance
Theatre--acting
Theatre--directing and playwriting
Theatre--technology and design
Urban and regional planning

COLLEGE OF LIBERAL ARTS AND SCIENCES

Art history
General curriculum
Home economics
Medical dietetics
Occupational therapy

SCHOOL OF SOCIAL WORK

Social Work

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 25, and the average high school percentile rank (HSPR) was 86. Their highest subtest scores on the American College Tests (ACT) were in the areas of mathematics and natural science. (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 2 by examining the following two tables. For example, Table 2 shows that 4 percent of the freshmen who entered Program Group 2 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table also shows that 4 percent of all the freshmen had an ACT composite above 30 and that 50 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 2: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
23	25	24	26	25

Table 2. Program Group 2: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	4	*	*	*	4
28-30	14	5	2	1	22
25-27	17	10	4	1	32
Below 25	15	14	7	6	42
Totals	50	29	13	8	100
*Less than .5%					

Q. What mathematics course do most students in Program Group 2 take as freshmen?

A. The majority of students in Program Group 2 curricula enroll in algebra-trigonometry, rather than calculus, as freshmen. Mathematics placement is determined on the basis of a standardized University placement examination. Table 3 gives specific course mathematics placement rates for the 1,360 freshmen who entered Program Group 2 in 1975. (See Appendix B for description of placement examinations.)

In Program Group 2, only students entering home economics interior design, home economics education, occupational therapy, and medical dietetics curricula must take chemistry course work to fulfill degree requirements. Table 3 gives the chemistry placement rates for the students in Program Group 2 who took the examination in 1975.

Table 3. Program Group 2: Percentage of Freshmen Placing into Various Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	3
Algebra or Trigonometry	52
Calculus	21
Freshmen Not Testing	24
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	7
General Chemistry (requires some prior knowledge of chemistry)	18
Quantitative Analysis (advanced chemistry)	1
Freshmen Not Testing	75

Q. Are students in Program Group 2 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree, as

well as have the opportunity to take elective or advanced course work.)

A. About 14 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 27 percent received credit in humanities, 17 percent in social science, 28 percent in biological science, and 31 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 2: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	73	17	10
Social Science	83	13	4
Biological Science	72	17	11
Physical Science	69	23	8

Q. How high a grade-point average do freshmen in Program Group 2 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 4.0 and 4.4, or somewhere between a B and a B+ average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 2: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>HSPR</u>				<u>Average GPA</u>
	<u>90-99</u>	<u>80-89</u>	<u>70-79</u>	<u>Below 70</u>	
Above 30	4.4	4.3	4.2	3.5	4.3
28-30	4.3	4.0	3.6	3.7	4.1
25-27	4.2	4.0	3.7	3.6	4.0
22-24	3.9	3.8	3.6	3.6	3.8
Below 22	3.6	3.6	3.5	3.3	3.5
Average GPA	4.1	3.9	3.6	3.5	3.9

Table 6. Program Group 2: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
23	74	53
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.2	14	4.0

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 1,626 students who began as freshmen in 1970 in Program Group 2, only 2 percent were academically ineligible to return after their freshmen year and that 60 percent had graduated at the end of ten semesters.

Table 7. Program Group 2: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	Semester				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	87	77	63	12	4
Probation (%)	7	3	3	1	*
Dropped (%)	2	4	4	5	5
Withdrawn (%)	4	15	27	29	31
Graduated (%)	--	--	2	53	60
*Less than .5%					

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 2?

A. Generally, freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, students can get an idea of their chances of being on probation after two semesters. For example, 1 percent of the freshmen with an ACT composite above 27 and high school percent rank of 90 or higher were on probation. Considering only high school percentile rank, 2 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Seven percent of all students who entered Program Group 2 were on probation at the end of the second semester.

Table 8. Program Group 2: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	1	7	19	7	4
25-27	2	4	8	16	7
22-24	3	4	7	14	3
Below 22	9	15	15	33	29
Total	2	6	10	20	7

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. The lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 5 percent of the students in Program Group 2 with a high school percentile rank below 70 were dropped from the University after two semesters compared to only 1 percent who had a high school percentile rank of 90 or better. Considering the entire group, 2 percent of the students who entered Program Group 2 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 2: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	1	1	-	4	1
25-27	1	2	4	3	2
22-24	-	-	2	5	1
Below 22	-	2	5	6	3
Total	1	1	3	5	2

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 71 percent of the students who entered Program Group 2 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 33 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 2 was 53 percent. After ten semesters, the rate had increased to 60 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying 16 semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 2: Percentage of Students Graduating after 8 Semesters by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	64	49	25	36	57
25-27	57	55	38	59	54
22-24	64	57	45	35	54
Below 22	48	39	58	29	41
Total	61	52	42	41	53

Table 11. Program Group 2: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

ACT Composite	HSPR				Total
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 27	71	58	38	43	65
25-27	64	62	46	66	61
22-24	67	66	51	40	60
Below 22	57	46	60	33	47
Total	67	60	49	46	60

Q. Do many students entering Program Group 2 change their major before graduating?

A. About 41 percent of the 1,626 students who entered Program Group 2 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 2 tended to transfer to Program Group 4, a language arts group. For those students who did transfer, the highest rate of graduation was from Program Group 7, a biological science group. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 2?

A. About 39 percent of the introductory courses (100 level) in Program Group 2 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 2: Percentage of Courses Taught

by Graduate Teaching Assistants and Faculty					
<u>Course Level</u>	<u>Graduate Teaching Assistant</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Full Professor</u>	<u>Other</u>
	%	%	%	%	%
Introductory (100 level)	39	20	8	8	25
Intermediate (200 level)	23	13	17	16	31
Advanced (300 level)	13	19	16	27	26
Graduate	4	14	30	46	6

Q. What are the graduates of this program doing?

A. A 1973 University survey of 447 bachelor's degree graduates from Program Group 2 indicated that their principal activities, within six months after graduation, were: civilian employment, 80 percent; student, 12 percent; unemployed, 3 percent; and homemaker, 3 percent.

For those graduates who were employed full time, the average salary for 83 men was \$8,300; for 74 women, \$7,400. Six percent of the men and 25 percent of the women were employed in clerical, laboring service, or routine sales jobs. Eighty-four percent of the men and 77 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the fifty-five graduates still attending school are: second bachelor's, 4 percent; master's, 84 percent; doctorate, 2 percent; and law degree, 4 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 95 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 79 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 2 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 2 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 513 students in Program Group 2 took the Graduate Record Examination. The average scores based on this sample are as follows: (See Appendix D for information about the examination.)

Test	Verbal	Quantitative
Average	560	558

Law School Admission Test. In the fall of 1975, sixty students in Program Group 2 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	602	54

Admission Test for Graduate Study in Business. In March of 1975, fourteen students in Program Group 2 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	54	42	51

Medical College Admission Test. In the fall of 1975, forty-six students in Program Group 2 took the Medical College Admission Test. Of these students, twenty-six had been accepted for

admission to a medical school as of November 13, 1975. The average scores based on all students taking the examination are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	513	580	508	603

Veterinary Aptitude Test. In 1974 and 1975, eighteen students in Program Group 2 took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	73	73	75	72	76

Dental Admission Test. In one testing session in 1975, nine students from Program Group 2 took the Dental Admission Test. The average scores on this test based on this sample are as follows. (See Appendix G for information about the test.)

Test	Academic Average	Perceptual-Motor Ability Average	Quantitative Reasoning	Verbal Reasoning	Total Q & T
Average	5	4	4	5	5

Test	Reading Comprehension	Biology	Inorganic Chemistry	Organic Chemistry	Total Science
Average	5	5	5	4	5

Test	Perceptual-Motor Ability Average 2D	Perceptual-Motor Ability Average 3D
Average	4	4

D. Program Group 3

Program Group 3 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 130 beginning freshmen (10 percent male, 90 percent female) were enrolled in the fields of study included in Program Group 3.

COLLEGE OF EDUCATION

Teaching of English

COLLEGE OF LIBERAL ARTS AND SCIENCES

Asian studies

French

Germanic languages and literature

Italian

Linguistics

Portuguese

Russian

Russian and Eastern European studies

Spanish

Speech and hearing science

Teaching of deaf and hard-of-hearing children

Teaching of English

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 25, and the average high school percentile rank (HSPR) was 90. Their highest subtest scores on the American College Test (ACT) were in the areas of social science, mathematics, and natural science. (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 3 by examining the following two tables. For example, Table 2 shows that 4 percent of the freshmen who entered Program Group 3 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table shows that 4 percent of the freshmen had an ACT composite above 30 and that 55 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 3: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
24	25	25	25	25

Table 2. Program Group 3: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	4	-	-	-	4
28-30	17	2	-	1	20
25-27	15	12	4	1	32
Below 25	19	21	6	-	46
Totals	55	35	10	2	100

Q. Do most students in Program Group 3 enroll in advanced level chemistry and mathematics courses as freshmen?

A. Forty-nine percent of students enrolling in Program Group 3 curricula placed into algebra-trigonometry. Of those taking the chemistry placement examination, the majority entered introductory chemistry. Placement is determined on the basis of standardized University placement examinations. Table 3 gives specific course placement rates for the 130 freshmen who entered Program Group 3 in 1975. (See Appendix B for description of placement examinations.)

Table 3. Program Group 3: Percentage of Freshmen Placing into Various
Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	5
Algebra or Trigonometry	49
Calculus	13
Freshmen Not Testing	33
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	16
General Chemistry (requires some prior knowledge of chemistry)	8
Quantitative Analysis (advanced chemistry)	0
Freshmen Not Testing	76

Q. Are students in Program Group 3 successful in proficiency any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiency required course work, students may reduce the time and expense required to earn a college degree, as well as have the opportunity to take elective or advanced course work.)

A. About 18 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 22 percent received credit in humanities, 13 percent in social science, 24 percent in biological science, and 6 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 3: Percentage of Students Receiving Credit
on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	78	13	9
Social Science	87	13	-
Biological Science	76	18	6
Physical Science	94	6	-

Q. How high a grade-point average do freshmen in Program Group 3 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.9 and 4.5, or somewhere between a B and a B+ average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshmen grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 3: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Average GPA
	90-99	80-89	70-79	Below 70	
Above 30	4.5	-	-	-	4.5
28-30	4.3	3.9	4.2	-	4.2
25-27	4.2	3.8	3.7	-	4.0
22-24	4.1	3.7	4.0	-	3.9
Below 22	3.8	3.7	3.7	-	3.8
Average GPA	4.2	3.8	3.8	-	4.1

Table 6. Program Group 3: Data for Transfer Students

Average ACT Composite	Average High School Percentile Rank	Average Transfer Hours
20	78	51
Average Transfer GPA	Average First Semester Hours	Average First Semester GPA
4.2	15	3.9

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 300 students who began as freshmen in 1970 in Program Group 3, less than one-half a percent were academically ineligible to return after their freshman year and 68 percent had graduated at the end of ten semesters.

Table 7. Program Group 3: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	Semester				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	91	77	68	8	3
Probation (%)	4	3	1	-	-
Dropped (%)	*	2	2	3	3
Withdrawn (%)	4	16	26	26	26
Graduated (%)	--	--	3	63	68
*Less than .5%					

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 3?

A. Generally, freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, students can get an idea of their chances of being on probation after two semesters. For example, 1 percent of the freshmen with an ACT composite above 27 and high school percent rank of 90 or higher were on probation. Considering only high school percentile rank, 1 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Four percent of all students who entered Program Group 3 were on probation at the end of the second semester.

Table 8. Program Group 3: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	1	5	50	-	4
25-27	-	10	-	10	4
22-24	-	-	-	-	-
Below 22	13	8	8	50	12
Total	1	6	7	11	4

Q. What are student's chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. Generally, the lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. Based upon this survey, very few students in Program Group 3 are on academic drop status after two semesters. (See Table 9.)

Table 9. Program Group 3: Percentage of Students of Drop Status
(second semester) by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	-	-	-	-	-
25-27	-	-	-	-	-
22-24	-	4	-	-	-
Below 22	-	-	-	-	-
Total	-	1	-	-	*

*Less than .5%

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Generally, students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 80 percent of the students who entered Program Group 3 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to none who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 3 was 63 percent. After ten semesters, the rate had increased to 68 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 3: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	77	50	25	100	69
25-27	65	59	42	50	59
22-24	81	58	56	-	60
Below 22	63	67	67	-	62
Total	73	57	52	37	63

Table 11. Program Group 3: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	80	65	25	100	75
25-27	79	62	42	50	67
22-24	81	62	63	--	63
Below 22	63	67	75	--	65
Total	79	63	57	37	68

Q. Do many students entering Program Group 3 change their major before graduating?

A. About 23 percent of the students who entered Program Group 3 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 3 tended to transfer to Program Group 4, a language arts group. For those students who did transfer, the highest rate of graduation was from Program Group 4. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 3?

A. Over three-quarters of the introductory courses (100 level) in Program Group 3 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 3: Percentage of Courses Taught

by Graduate Teaching Assistants and Faculty					
<u>Course Level</u>	<u>Graduate Teaching Assistant</u> %	<u>Assistant Professor</u> %	<u>Associate Professor</u> %	<u>Full Professor</u> %	<u>Other</u> %
Introductory (100 level)	82	8	4	4	2
Intermediate (200 level)	23	29	30	14	4
Advanced (300 level)	6	26	32	30	6
Graduate	16	30	21	31	2

Q. What are the graduates of this program doing?

A. A 1973 University survey of 186 bachelor's degree graduates from Program Group 3 indicated that their principal activities, within six months after graduation, were: civilian employment, 73 percent; military, 1 percent; student, 20 percent; unemployed, 4 percent; and homemaker, 1 percent.

For those graduates who were employed full time, the average salary for 10 men was \$8,400; for 113 women, \$7,600. Ten percent of the men and 28 percent of the women were employed in clerical, laboring service, or routine sales jobs. Fifty percent of the men and 67 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the 37 graduates still attending school are: master's, 84 percent; doctorate, 5 percent; and law degree, 5 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 94 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 85 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 3 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 3 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 193 students in Program Group 3 took the Graduate Record Examination. The average scores on this test based on this sample are as follows. (See Appendix D for information about the examination.)

Test	Verbal	Quantitative
Average	570	518

Law School Admission Test. In the fall of 1975, four students in Program Group 3 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	664	59

Admission Test for Graduate Study in Business. In March of 1975, five students in Program Group 3 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	53	35	45

Medical College Admission Test. In the fall of 1975, four students in Program Group 3 took the Medical College Admission Test. Of these students, three had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	595	643	585	665

Veterinary Aptitude Test. In 1974 and 1975, three students in Program Group 3 took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	77	78	88	78	85

E. Program Group 4

Program Group 4 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 554 beginning freshmen (38 percent male, 62 percent female) were enrolled in the fields of study included in Program Group 4:

COLLEGE OF COMMUNICATIONS

Advertising
News-editorial (journalism)
Radio and television

COLLEGE OF EDUCATION

Teaching of social studies

COLLEGE OF LIBERAL ARTS AND SCIENCES

Anthropology
Classics (includes Greek, Latin, and classical civilization)
English
Geography
Humanities (includes American civilization, history and philosophy of science, medieval civilization, and renaissance studies)
Medical laboratory sciences
Medical records administration
Philosophy
Political science
Psychology
Religious studies
Rhetoric
Sociology
Speech communications
Teaching of social studies

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 25, and the average high school percentile rank (HSPR) was 88. Their highest subtest scores on the American College Tests (ACT) were in the areas of mathematics, natural science, and social science. (See Appendix A for explanation of ACT and National average scores.)

Prospective students can judge their competitiveness with previous students in Program Group 4 by examining the following two tables. For example, Table 2 shows that 3 percent of the freshmen who entered Program Group 4 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table also shows that 3 percent of all the freshmen had an ACT composite above 30 and that 54 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 4: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
23	26	26	26	25

Table 2. Program Group 4: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	3	-	*	-	3
28-30	18	6	4	1	29
25-27	19	13	4	1	37
Below 25	14	11	3	3	31
Totals	54	30	11	5	100
*Less than .5%					

Q. What mathematics course do most students in Program Group 4 take as freshmen?

A. The majority of students in Program Group 4 curricula enroll in algebra-trigonometry, rather than calculus, as freshmen. Mathematics placement is determined on the basis of a standardized University placement examination. Table 3 gives specific course mathematics placement rates for the 554 freshmen who entered Program Group 4 in 1975. (See Appendix B for description of placement examinations.)

In Program Group 4, only students entering medical records administration and medical laboratory sciences must take chemistry course work to fulfill degree requirements. Table 3 gives the chemistry placement rates for the students in Program Group 4 who took the examination in 1975.

Table 3. Program Group 4: Percentage of Freshmen Placing into Various
Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	5
Algebra or Trigonometry	55
Calculus	17
Freshman Not Testing	23
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	9
General Chemistry (requires some prior knowledge of chemistry)	12
Quantitative Analysis (advanced chemistry)	*
Freshmen Not Testing	79
*Less than .5%	

Q. Are students in Program Group 4 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree, as well as have the opportunity to take elective or advanced course work.)

A. About 17 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 51 percent received credit in humanities, 28 percent in social science, 31 percent in biological science, and 25 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 4: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	69	20	11
Social Science	72	20	8
Biological Science	69	21	10
Physical Science	75	19	6

Q. How high a grade-point average do freshmen in Program Group 4 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.7 and 4.4, or somewhere between a B- and a B+ average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 4: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Average GPA
	90-99	80-89	70-79	Below 70	
Above 30	4.4	4.3	---	3.2	4.3
28-30	4.2	3.7	3.8	3.8	4.0
25-27	4.1	3.8	3.7	4.0	3.9
22-24	3.7	3.7	3.4	3.3	3.7
Below 22	3.3	3.6	3.6	3.1	3.4
Average GPA	4.1	3.7	3.7	3.4	3.9

Table 6. Program Group 4: Data for Transfer Students

Average ACT Composite	Average High School Percentile Rank	Average Transfer Hours
25	66	58
Average Transfer GPA	Average First Semester Hours	Average First Semester GPA
4.2	13	3.9

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 554 students who began as freshmen in 1970 in Program Group 4, only 1 percent was academically ineligible to return after their freshman year and that 63 percent had graduated at the end of ten semesters.

Table 7. Program Group 4: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	<u>Semester</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	87	75	63	9	4
Probation (%)	5	2	3	1	*
Dropped (%)	1	4	4	5	5
Withdrawn (%)	6	16	25	28	28
Graduated (%)	--	--	6	58	63
*Less than .5%					

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 4?

A. Freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 1 percent of the freshmen with an ACT composite above 27 and high school percent rank of 90 or higher were on probation. Considering only high school percentile rank, 1 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters.

Table 8. Program Group 4: Percentage of Students on Probation

(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	1	8	6	-	3
25-27	1	4	11	11	5
22-24	4	7	8	-	6
Below 22	-	13	9	31	12
Total	1	7	9	13	5

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. Generally, the lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 6 percent of the students in Program Group 4 with a high school percentile rank below 70 and ACT composite 25-27 were dropped from the University after two semesters compared to none who had a high school percentile rank of 90 or better and ACT composite 25-27. Considering the entire group, 1 percent of the students who entered Program Group 4 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 4: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	-	-	-	-	-
25-27	-	6	3	6	3
22-24	4	-	4	-	2
Below 22	-	-	-	-	-
Total	2	2	2	2	1

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Generally, students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 69 percent of the students who entered Program Group 4 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 31 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 4 was 58 percent. After ten semesters, the rate had increased to 63 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 4: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	65	64	50	33	63
25-27	66	52	54	44	57
22-24	67	57	68	56	62
Below 22	41	25	45	23	33
Total	64	55	56	39	58

Table 11. Program Group 4: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	69	66	63	33	67
25-27	70	56	65	44	62
22-24	67	60	68	89	66
Below 22	47	25	73	31	42
Total	68	57	66	48	63

Q. Do many students entering Program Group 4 change their major before graduating?

A. About 22 percent of the students who entered Program Group 4 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 4 tended to transfer to

Program Group 2, an arts and education group. For those students who did transfer, the highest rate of graduation was from Program Group 2. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 4?

A. About 62 percent of the introductory courses (100 level) in Program Group 4 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 4: Percentage of Courses Taught
by Graduating Teaching Assistants and Faculty

<u>Course Level</u>	<u>Graduate Teaching Assistant</u> %	<u>Assistant Professor</u> %	<u>Associate Professor</u> %	<u>Full Professor</u> %	<u>Other</u> %
Introductory (100 level)	62	12	16	4	6
Intermediate (200 level)	25	29	25	17	4
Advanced (300 level)	7	30	30	29	4
Graduate	1	22	28	48	1

Q. What are the graduates of this program doing?

A. A 1973 University survey of 551 bachelor's degree graduates from Program Group 4 indicated that their principal activities, within

six months after graduation, were: civilian employment, 60 percent; military, 1 percent; student, 31 percent; unemployed, 5 percent; and homemaker, 2 percent.

For those graduates who were employed full-time, the average salary for 130 men was \$9,100; for 170 women, \$7,200. Thirty-three percent of the men and 41 percent of the women were employed in clerical, laboring service, or routine sales jobs. Forty-one percent of the men and 56 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the 171 graduates still attending school are: second bachelor's, 1 percent; master's, 49 percent; doctorate, 10 percent; Doctor of Medicine, 4 percent; Doctor of Dentistry, 1 percent; law degree, 29 percent; and other professional degrees, 1 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 91 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 74 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 4 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 4 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 490 students in Program Group 4 took the Graduate Record Examination. The average scores based on this sample are as follows. (See Appendix D for information about the examination.)

Test	Verbal	Quantitative
Average	586	578

Law School Admission Test. In the fall of 1975, ninety-five students in Program Group 4 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	563	52

Admission Test for Graduate Study in Business. In March of 1975, thirteen students in Program Group 4 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	67	58	66

Medical College Admission Test. In the fall of 1975, twenty students in Program Group 4 took the Medical College Admission Test. Of these students, sixteen had been accepted for admission to a medical school as of November 13, 1975. The average scores based on all students taking the examination are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	594	605	580	630

Veterinary Aptitude Test. In 1974 and 1975, two students in Program Group 4 took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	85	88	85	97	94

F. Program Group 5

Program Group 5 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog.) In 1975, 373 beginning freshmen (69 percent male, 31 percent female) were enrolled in the fields of study included in Program Group 5.

COLLEGE OF AGRICULTURE

Core curriculum
Agricultural communications
Agricultural economics
Agricultural industries
Animal science
Dairy science
Food industry
Food science
Forest science
General agriculture
Horticulture
Ornamental horticulture
Teaching of agricultural occupations
Wood science

COLLEGE OF FINE AND APPLIED ARTS

Landscape architecture

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 24, and the average high school percentile rank (HSPR) was 77. Their highest subtest scores on the American College Tests (ACT) were in the areas of mathematics and natural sciences. (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 5 by examining the following two tables. For example, Table 2 shows that 1 percent of the freshmen who entered Program Group 5 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table also shows that 1 percent of the freshmen had an ACT composite above 30 and 22 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 5: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
21	25	23	27	24

Table 2. Program Group 5: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals (%)
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	1	*	*	*	1
28-30	6	4	1	2	13
25-27	8	10	5	13	36
Below 25	7	12	17	16	52
Totals	22	26	23	31	100
*Less than .5%					

Q. Do most students in Program Group 5 enroll in advanced level chemistry and mathematics courses as freshmen?

A. Seventy-six percent of the students in Program Group 5 curricula placed into algebra-trigonometry as freshmen. Approximately one-half of the students who took the chemistry placement examination placed into general chemistry, which requires some prior knowledge of chemistry. Placement is determined on the basis of standardized University placement examinations. Table 3 gives specific course placement rates for the 373 freshmen who entered Program Group 5 in 1975. (See Appendix B for description of placement examinations.)

Table 3. Program Group 5: Percentage of Freshmen Placing into Various
Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	6
Algebra or Trigonometry	76
Calculus	17
Freshmen Not Testing	1
 <u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	15
General Chemistry (requires some prior knowledge of chemistry)	16
Quantitative Analysis (advanced chemistry)	-
Freshmen Not Testing	69

Q. Are students in Program Group 5 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree, as well as have the opportunity to take elective or advanced course work.)

A. About 3 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 14 percent received credit in humanities, 8 percent in social science, 11 percent in biological science, and 5 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 5: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	86	10	4
Social Science	92	8	-
Biological Science	89	-	11
Physical Science	95	5	-

Q. How high a grade-point average do freshmen in Program Group 5 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.8 and 4.6, or somewhere between a B- and a B+ average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 5: First Semester Freshman Grade-Point Average
by Combination of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>HSPR</u>				<u>Average GPA</u>
	<u>90-99</u>	<u>80-89</u>	<u>70-79</u>	<u>Below 70</u>	
Above 30	4.6	-	-	3.8	4.3
28-30	4.0	3.8	3.6	3.6	3.9
25-27	3.9	3.7	3.4	3.1	3.5
22-24	3.7	3.3	3.4	3.0	3.3
Below 22	3.6	3.4	3.3	3.0	3.2
Average GPA	4.0	3.6	3.4	3.1	3.5

Table 6. Program Group 5: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
25	72	56
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.2	15	3.8

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 221 students who began as freshmen in 1970 in Program Group 5, only 4 percent were academically ineligible to return after their freshman year and that 67 percent had graduated at the end of ten semesters.

Table 7. Program Group 5: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	<u>Semesters</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	80	70	73	11	4
Probation (%)	11	10	5	3	1
Dropped (%)	4	8	7	10	10
Withdrawn (%)	4	10	13	17	19
Graduated (%)	-	-	1	60	67

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 5?

A. Freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 10 percent of the freshmen with an ACT composite above 27 and high school percent rank of 80 or higher were on probation. Considering only high school percentile rank, 13 percent of the students with a high school percentile rank of 80 or better were on probation after the first two semesters. Eleven percent of all students who entered Program Group 5 were on probation at the end of the second semester.

Table 8. Program Group 5: Percentage of Students on Probation

(second semester) by Combination of ACT and HSPR					
<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	-	10	11	-	7
25-27	-	11	7	26	10
22-24	-	8	19	19	13
Below 22	-	25	33	11	21
Total	-	13	17	19	11

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. The lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 10 percent of the students in Program Group 5 with a high school percentile rank below 70 were dropped from the University after two semesters compared to none who had a high school percentile rank of 90 or better. Considering the entire group, 4 percent of the students who entered Program Group 5 were dropped from the University after the second semester. (See Table 9)

Table 9. Program Group 5: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	-	-	22	25	6
25-27	-	-	7	5	2
22-24	-	-	6	19	8
Below 22	-	-	-	-	-
Total	-	-	8	10	4

Q. Is there a correlation between students' high school rank and ACT composite score and completion of a bachelor's degree?

A. Generally, students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 79 percent of the students who entered Program Group 5 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 67 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 5 was 60 percent. After ten semesters the rate had increased to 67 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 5: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	79	80	56	50	72
25-27	85	54	71	32	61
22-24	71	69	38	38	50
Below 22	100	42	44	56	53
Total	82	59	52	40	60

Table 11. Program Group 5: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	79	80	56	50	72
25-27	89	61	79	42	68
22-24	71	77	56	38	58
Below 22	100	50	78	67	68
Total	84	65	67	46	67

Q. Do many students entering Program Group 5 change their major before graduating?

A. About 31 percent of the students who entered Program Group 5 in 1970 changed their Program Group by their eighth semester of

enrollment. Students in Program Group 5 tended to transfer to Program Group 8, an engineering group. For those students who did transfer, the highest rate of graduation was from Program Group 8. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 5?

A. About one-fifth of the introductory courses (100 level) in Program Group 5 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 5: Percentage of Courses Taught

by Graduate Teaching Assistants and Faculty

Course Level	Graduate Teaching Assistant %	Assistant Professor %	Associate Professor %	Full Professor %	Other %
Introductory (100 level)	19	36	24	20	1
Intermediate (200 level)	13	17	32	26	12
Advanced (300 level)	9	19	22	49	1
Graduate	3	17	15	61	4

Q. What are the graduates of this program doing?

A. A 1973 University survey of 123 bachelor's degree graduates from Program Group 5 indicated that their principal activities, within six months after graduation, were: civilian employment, 82 percent; student, 14 percent; unemployed, 2 percent; and homemaker, 2 percent.

For those graduates who were employed full time, the average salary for 86 men was \$11,000; for 5 women, \$6,900. Twelve percent of the men and 20 percent of the women were employed in clerical, laboring service, or routine sales jobs. Eighty-four percent of the men and 80 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the seventeen graduates still attending school are: master's, 88 percent; doctorate, 6 percent; and other professional degrees, 6 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 93 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 94 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 5 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 5 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, thirty-eight students in Program Group 5 took the Graduate Record Examination. The average scores on this test based on this sample are as follows. (See Appendix D for information about the examination.)

Test	Verbal	Quantitative
Average	480	574

Law School Admission Test. In the fall of 1975, six students in Program Group 5 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	561	52

Admission Test for Graduate Study in Business. In March of 1975, three students in Program Group 5 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	65	66	69

Medical College Admission Test. In the fall of 1975, five students in Program Group 5 took the Medical College Admission Test. Of these students, four had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	573	633	487	631

Veterinary Aptitude Test. In 1974 and 1975, forty-two students in Program Group 5 took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	62	66	62	59	64

G. Program Group 6

Program Group 6 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 695 beginning freshmen (68 percent male, 32 percent female) were enrolled in the fields of study included in Program Group 6.

COLLEGE OF AGRICULTURE

Restaurant management

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION

Curriculum unassigned
Accountancy
Business administration
Economics
Finance

COLLEGE OF EDUCATION

Business education

COLLEGE OF LIBERAL ARTS AND SCIENCES

Economics
Finance
History

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 25, and the average high school percentile rank (HSPR) was 86. Their highest subtest scores on the American College Tests (ACT) were in the areas of mathematics and natural science. (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 6 by examining the following two tables. For example, Table 2 shows that 2 percent of the freshmen who entered Program Group 6 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table

also shows that 3 percent of the freshmen had an ACT composite above 30 and that 43 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 6: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
22	27	25	26	25

Table 2. Program Group 6: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	2	*	*	1	3
28-30	13	7	3	1	24
25-27	16	15	7	2	40
Below 25	12	14	5	3	34
Totals	43	36	15	7	100

*Less than .5%

Q. Do most students in Program Group 6 enroll in advanced level chemistry and mathematics courses as freshmen?

A. Fifty-nine percent of the students enrolling in Program Group 6 curricula placed into algebra-trigonometry compared to 35 percent placing into calculus. Only students enrolling in the restaurant management curriculum must take chemistry course work to fulfill graduation requirements. The majority of the students who took the

chemistry placement examination entered general chemistry, which requires some prior knowledge of chemistry. Placement is determined on the basis of standardized University placement examinations. Table 3 gives specific course placement rates for the 695 freshmen who entered Program Group 6 in 1975. (See Appendix B for description of placement examinations.)

Table 3. Program Group 6: Percentage of Freshmen Placing into Various
Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	2
Algebra or Trigonometry	59
Calculus	35
Freshmen Not Testing	4
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	3
General Chemistry (requires some prior knowledge of chemistry)	10
Quantitative Analysis (advanced chemistry)	*
Freshmen Not Testing	87
*Less than .5%	

Q. Are students in Program Group 6 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree, as well as the opportunity to take elective or advanced course work.)

A. About 7 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 8 percent received credit in humanities, 10 percent in social science, 21 percent in biological science, and 30 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 6: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	93	4	4
Social Science	90	7	3
Biological Science	79	12	9
Physical Science	70	23	7

Q. How high a grade-point average do freshmen in Program Group 6 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.9 and 4.5, or somewhere between a B and a B+ average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 6: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>HSPR</u>				<u>Average GPA</u>
	<u>90-99</u>	<u>80-89</u>	<u>70-79</u>	<u>Below 70</u>	
Above 30	4.5	4.4	4.1	-	4.4
28-30	4.2	3.9	3.9	3.5	4.0
25-27	4.0	3.8	3.6	3.5	3.8
22-24	3.7	3.5	3.6	3.5	3.6
Below 22	3.5	3.3	3.3	3.0	3.3
Average GPA	4.1	3.7	3.6	3.4	3.8

Table 6. Program Group 6: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
24	72	55
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.3	13	3.7

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 659 students who began as freshmen in 1970 in Program Group 6, only 5 percent were academically ineligible to return after their freshman year and that 67 percent had graduated at the end of ten semesters.

Table 7. Program Group 6: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	<u>Semester</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	78	78	70	11	4
Probation (%)	13	3	4	3	1
Dropped (%)	5	7	8	9	9
Withdrawn (%)	4	10	16	18	19
Graduated (%)	-	-	2	59	67

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 6?

A. Freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 4 percent of the freshmen with an ACT composite above 27 and high school percentile rank of 90 or higher were on probation. Considering only high school percentile rank, 5 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Thirteen percent of all students who entered Program Group 6 were on probation at the end of the second semester.

Table 8. Program Group 6: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	4	6	8	25	7
25-27	3	19	15	17	13
22-24	-	5	26	18	13
Below 22	33	24	22	44	30
Total	5	13	17	22	13

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. The lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 7 percent of the students in Program Group 6 with a high school percentile rank below 70 were dropped from the University after two semesters compared to only 3 percent who had a high school percentile rank of 90 or better. Considering the entire group, 5 percent who entered Program Group 6 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 6: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	-	4	8	8	3
25-27	6	2	3	6	4
22-24	6	5	3	8	6
Below 22	17	6	13	11	11
Total	3	4	6	7	5

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Generally, students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 84 percent of the students who entered Program Group 6 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 33 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 6 was 59 percent. After ten semesters, the rate had increased to 67 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 6: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	77	71	58	63	72
25-27	51	56	66	55	57
22-24	53	71	61	45	58
Below 22	17	35	39	17	29
Total	63	62	59	36	59

Table 11. Program Group 6: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	84	77	67	75	79
25-27	58	61	69	64	63
22-24	59	79	71	63	69
Below 22	25	53	48	33	41
Total	70	69	66	61	67

Q. Do many students entering Program Group 6 change their major before graduating?

A. About 22 percent of the students who entered Program Group 6 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 6 tended to transfer to Program Group 4, a language arts group. For those students who

did transfer, the highest rate of graduation was from Program Group 4. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 6?

A. About two-thirds of the introductory courses (100 level) in Program Group 6 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 6: Percentage of Courses Taught

by Graduate Teaching Assistants and Faculty

<u>Course Level</u>	<u>Graduate Teaching Assistant</u> %	<u>Assistant Professor</u> %	<u>Associate Professor</u> %	<u>Full Professor</u> %	<u>Other</u> %
Introductory (100 level)	64	9	10	17	-
Intermediate (200 level)	50	11	11	23	5
Advanced (300 level)	18	32	15	32	3
Graduate	4	25	18	51	2

Q. What are the graduates of this program doing?

A. A 1973 University survey of 450 bachelor's degree graduates from Program Group 6 indicated that their principal activities, within six months after graduation, were: civilian employment, 60 percent; military, 1 percent; student, 26 percent; and unemployed, 3 percent.

For those graduates who were employed full time, the average salary for 249 men was \$11,000; for 46 women, \$8,800. Fifteen percent of the men and 31 percent of the women were employed in clerical, laboring service, or routine sales jobs. Eighty-two percent of the men and 78 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the 115 graduates still attending school are: second bachelor's, 1 percent; master's, 46 percent; doctorate, 3 percent; and other professional degrees, 47 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 95 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 86 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 6 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 6 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 195 students in Program Group 6 took the Graduate Record Examination. The average scores based on this sample are as follows. (See Appendix D for information about the examination.)

Test	Verbal	Quantitative
Average	549	596

Law School Admission Test. In the fall of 1975, eighty-two students in Program Group 6 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	589	52

Admission Test for Graduate Study in Business. In March of 1975, thirty-three students in Program Group 6 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	63	62	66

Medical College Admission Test. In the fall of 1975, six students in Program Group 6 took the Medical College Admission Test. Of these students, four had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	488	623	485	662

H. Program Group 7

Program Group 7 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 724 beginning freshmen (52 percent male, 48 percent female) were enrolled in the fields of study included in Program Group 7.

COLLEGE OF AGRICULTURE

Agricultural mechanization

COLLEGE OF EDUCATION

Teaching of life science

Teaching of mathematics

Teaching of physical science

COLLEGE OF ENGINEERING

Teaching of mechanical technology

Teaching of electrical technology

COLLEGE OF LIBERAL ARTS AND SCIENCES

Astronomy

Biochemistry

Biology

Botany

Chemistry

Earth science

Ecology and ethology

Entomology

Geology

Microbiology

Pre dentistry

Pre pharmacy

Pre physical therapy

Pre professional nursing

Teaching of mathematics

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 26, and the average high school

percentile rank (HSPR) was 92. They did particularly well on the mathematics and natural science subtests of the American College Tests (ACT). (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 7 by examining the following two tables. For example, Table 2 shows that 6 percent of the freshmen who entered Program Group 7 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table also shows that 7 percent of the freshmen had an ACT composite above 30 and that 75 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 7: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
23	28	26	29	26

Table 2. Program Group 7: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Totals</u> (%)
Above 30	6	1	-	-	7
28-30	31	7	*	*	38
25-27	27	8	1	*	36
Below 25	11	4	2	2	19
Totals	75	20	3	2	100
*Less than .5%					

Q. Do most students in Program Group 7 enroll in advanced level chemistry and mathematics courses as freshman?

A. Yes, the majority of students enrolling in Program Group 7 curricula enter a chemistry course requiring prior knowledge of

chemistry and an advanced mathematics course, calculus. These course placement decisions are determined on the basis of standardized University placement examinations. Table 3 gives specific course placement rates for the 724 freshmen who entered Program Group 7 in 1975. (See Appendix B for description of placement examinations.)

Table 3. Program Group 7: Percentage of Freshmen Placing into Various Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	2
Algebra or Trigonometry	44
Calculus	53
Freshmen Not Testing	1
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	7
General Chemistry (requires some prior knowledge of chemistry)	48
Quantitative Analysis (advanced chemistry)	2
Freshmen Not Testing	43

Q. Are students in Program Group 7 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree as well as have the opportunity to take elective or advanced course work.)

A. About 16 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 21 percent received credit in humanities, 20 percent in social science, 38 percent in biological science, and 44 percent in physical science. Table 4

gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 7: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	79	14	7
Social Science	80	14	6
Biological Science	62	19	19
Physical Science	56	34	10

Q. How high a grade-point average do freshmen in Program Group 7 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.7 and 4.3, or somewhere between a B+ and a B- average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 7: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>HSPR</u>				<u>Average GPA</u>
	<u>90-99</u>	<u>80-89</u>	<u>70-79</u>	<u>Below 70</u>	
Above 30	4.2	4.3	4.0	2.8	4.2
28-30	4.1	3.7	3.6	4.0	4.0
25-27	4.1	3.6	3.7	3.4	3.9
22-24	3.8	3.7	-	3.1	3.7
Below 22	3.7	3.4	3.2	3.4	3.5
Average GPA	4.1	3.6	3.6	3.6	3.9

Table 6. Program Group 7: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
26	71	59
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.2	14	3.6

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 550 students who began as freshmen in 1970 in Program Group 7, only 3 percent were academically ineligible to return after their freshman year and that 61 percent had graduated at the end of 10 semesters.

Table 7. Program Group 7: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	<u>Semester</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	85	76	66	12	3
Probation (%)	10	5	3	2	*
Dropped (%)	3	5	7	7	8
Withdrawn (%)	2	11	22	26	28
Graduated (%)	-	-	3	53	61
*Less than .5%					

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 7?

A. Freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 2 percent of the freshmen with an ACT composite above 27 and high school percentile rank of 90 or higher were on probation. Considering only high school percentile rank, 4 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Ten percent of the students who entered Program Group 7 were on probation at the end of the second semester.

Table 8. Program Group 7: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	2	19	15	18	6
25-27	5	8	17	40	11
22-24	3	13	19	-	10
Below 22	50	31	13	13	25
Total	4	14	16	24	10

Q. What are students' chances of being dropped from the University of Illinois at Urbana-Champaign? (Dropped status means a student is academically ineligible to return the next semester.)

A. Generally, the lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 8 percent of the students in Program Group 7 with a high school percentile rank below 70 were dropped from the University after two semesters compared to less than one-half of one percent who had a high school percentile rank of 90 or better. Considering the entire group, 3 percent of the students who entered Program Group 7 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 7: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	-	-	5	18	1
25-27	1	8	7	-	4
22-24	-	4	-	-	1
Below 22	-	8	13	13	9
Total	*	5	6	8	3
*Less than .5%					

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 72 percent of the students who entered Program Group 7 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 25 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 7 was 53 percent. After ten semesters, the rate increased to 61 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree.

Table 10. Program Group 7: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	68	58	45	18	63
25-27	52	53	47	60	52
22-24	43	38	56	33	44
Below 22	25	15	33	-	20
Total	60	48	46	32	53

Table 11. Program Group 7: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	72	69	55	45	69
25-27	60	62	57	67	61
22-24	50	46	69	33	52
Below 22	25	23	40	25	30
Total	65	57	56	49	61

Q. Do many students entering Program Group 7 change their major before graduating?

A. Twenty-nine percent of the students who entered Program Group 7 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 7 tended to transfer to

Program Group 4, a language arts group. For those students who did transfer, the highest rate of graduation was from Program Group 5, an agricultural group. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 7?

A. About one-half of the introductory courses (100 level) in Program Group 7 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 7: Percentage of Courses Taught

<u>by Graduate Teaching Assistants and Faculty</u>					
<u>Course Level</u>	<u>Graduate Teaching Assistant</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Full Professor</u>	<u>Other</u>
	%	%	%	%	%
Introductory (100 level)	53	8	21	15	3
Intermediate (200 level)	37	24	18	20	-
Advanced (300 level)	36	11	26	25	2
Graduate	6	23	23	45	3

Q. What are the graduates of this program doing?

A. A 1973 University survey of 289 bachelor's degree graduates from Program Group 7 indicated that their principal activities, within six months after graduation, were: civilian employment, 49 percent; military, 1 percent; student, 47 percent; and unemployed, 2 percent.

For those graduates who were employed full time, the average salary for 74 men was \$11,000; for 56 women, \$8,500. Nine percent of the men and 12 percent of the women were employed in clerical, laboring service, or routine sales jobs. Eighty percent of the men and 84 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the 136 graduates still attending school are: second bachelor's, 5 percent; master's, 26 percent; doctorate, 7 percent; Doctor of Medicine, 36 percent; Doctor of Dentistry, 4 percent; and other professional degrees, 18 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 96 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 89 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 7 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 7 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 267 students in Program Group 7 took the Graduate Record Examination. The average scores on this test based on this sample are as follows. (See Appendix D for information about the test.)

Test	Verbal	Quantitative
Average	562	640

Law School Admission Test. In the fall of 1975, 11 students in Program Group 7 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	565	53

Admission Test for Graduate Study in Business. In March of 1975, six students in Program Group 7 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	57	57	59

Medical College Admission Test. In the fall of 1975, 152 students in Program Group 7 took the Medical College Admission Test. Of these students, eighty-five had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	536	619	515	624

Veterinary Aptitude Test. In 1974 and 1975, 204 students in Program Group 7 took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	70	67	74	68	74

Dental Admission Test. In one testing session in 1975, twenty-nine students from Program Group 7 took the Dental Admission Test. The average scores on this test based on this sample are as follows. (See Appendix G for information about the test.)

Test	Academic Average	Perceptual-Motor Ability Average	Quantitative Reasoning	Verbal Reasoning	Total Q & T
Average	5	5	5	5	5

Test	Reading Comprehension	Biology	Inorganic Chemistry	Organic Chemistry	Total Science
Average	5	5	5	5	6

Test	Perceptual-Motor Ability Average 2D	Perceptual-Motor Ability Average 3D
Average	5	4

I. Program Group 8

Program Group 8 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 1,131 beginning freshmen (88 percent male, 12 percent female) were enrolled in the fields of study included in Program Group 8

COLLEGE OF AGRICULTURE

Agricultural science
Agronomy

COLLEGE OF ENGINEERING

Aeronautical and astronautical engineering
Agricultural engineering
Computer engineering
Computer science
Electrical engineering
General engineering
Industrial engineering
Mechanical engineering

COLLEGE OF FINE AND APPLIED ARTS

Architectural studies

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 27, and the average high school percentile rank (HSPR) was 86. They did particularly well on the mathematics and natural science subtests of the American College Tests (ACT). (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 8 by examining the following two tables. For example, Table 2 shows that 7 percent of the freshmen who entered Program Group 8 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table also shows that 8 percent of all the freshmen had an ACT composite above 30 and that 46 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See total columns.)

Table 1. Program Group 8: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
22	29	26	29	27

Table 2. Program Group 8: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals (%)
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	7	1	*	*	8
28-30	19	8	4	3	34
25-27	14	11	7	5	37
Below 25	6	7	5	3	21
Totals	46	27	16	11	100
*Less than .5%					

Q. Do most students in Program Group 8 enroll in advanced level chemistry and mathematics courses as freshmen?

A. Yes, the majority of students enrolling in Program Group 8 curricula enter a chemistry course requiring prior knowledge of chemistry and an advanced mathematics course, calculus. These course placement decisions are determined on the basis of standardized University placement examinations. Table 3 gives specific course placement rates for the 1,131 freshmen who entered Program Group 8 in 1975. (See Appendix B for description of placement examinations.)

Table 3. Program Group 8: Percentage of Freshmen Placing into Various
Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	-
Algebra or Trigonometry	38
Calculus	60
Freshmen Not Testing	2
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	5
General Chemistry (requires some prior knowledge of chemistry)	51
Quantitative Analysis (advanced chemistry)	2
Freshmen Not Testing	42

Q. Are students in Program Group 8 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirement. By proficiencying required course work, students may reduce the time and expense required to earn a college degree as well as have the opportunity to take elective or advanced course work.)

A. About 10 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 13 percent received credit in humanities, 20 percent in social science, 29 percent in biological science, and 5 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance.

Table 4. Program Group 8: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	87	8	5
Social Science	80	16	4
Biological Science	71	18	11
Physical Science	95	4	1

Q. How high a grade-point average do freshmen in Program Group 8 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.6 and 4.3, or somewhere between a B+ and a B-average. (See Appendix C for explanation of grade-point average calculations.)

Prospective students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 8: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>HSPR</u>				<u>Average GPA</u>
	<u>90-99</u>	<u>80-89</u>	<u>70-79</u>	<u>Below 70</u>	
Above 30	4.3	3.7	4.2	-	4.2
28-30	3.9	3.6	3.2	3.4	3.7
25-27	3.9	3.4	3.3	3.0	3.4
22-24	3.6	3.4	3.1	3.0	3.3
Below 22	3.1	2.7	3.5	2.8	2.9
Average GPA	3.9	3.4	3.2	3.0	3.5

Table 6. Program Group 8: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
26	75	61
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.0	15	3.5

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 1,084 students who began as freshmen in 1970 in Program Group 8, only 5 percent were academically ineligible to return after their freshman year and that 62 percent had graduated at the end of ten semesters.

Table 7. Program Group 8: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	<u>Semester</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	73	65	66	17	5
Probation (%)	17	8	5	3	1
Dropped (%)	5	13	12	13	13
Withdrawn (%)	5	12	16	19	20
Graduated (%)	-	-	1	48	62

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 8?

A. Freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 9 percent of the freshmen with an ACT composite above 27 and high school percentile rank of 90 or higher were on probation. Considering only high school percentile rank, 11 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Seventeen percent of all students who entered Program Group 8 were on probation at the end of the second semester.

Table 8. Program Group 8: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	<u>Total</u> (%)
Above 27	9	20	21	38	14
25-27	12	18	25	28	18
22-24	8	22	38	18	21
Below 22	40	-	18	29	21
Total	11	19	25	29	17

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. The lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 12 percent of the students in Program Group 8 with a high school percentile rank below 70 were dropped from the University after two semesters compared to only 2 percent who had a high school percentile rank of 90 or better. Considering the entire group, 5 percent who entered Program Group 8 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 8: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	1	5	11	6	3
25-27	5	9	9	21	9
22-24	3	-	9	5	4
Below 22	-	-	-	-	-
Total	2	6	9	12	5

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Generally, students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 71 percent of the students who entered Program Group 8 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 43 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 8 was 48 percent. After ten semesters, the rate had increased to 62 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree. Some students in Program Group 8 may take ten semesters to graduate in order to participate in the College of Engineering cooperative work/study program.

Table 10. Program Group 8: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	59	42	36	38	52
25-27	55	45	36	30	45
22-24	46	50	34	55	46
Below 22	20	36	27	43	31
Total	56	44	35	38	48

Table 11. Program Group 8: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	71	62	51	50	68
25-27	65	58	50	43	57
22-24	68	67	53	68	64
Below 22	20	73	36	43	44
Total	68	61	50	50	62

Q. Do many students entering Program Group 8 change their major before graduating?

A. About 29 percent of the students who entered Program Group 8 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 8 tended to transfer to Program

Group 6, a social science group. For those students who did transfer, the highest rate of graduation was from Program Group 7, a biological science group. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 8?

A. About one-third of the introductory courses (100 level) in Program Group 8 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 8: Percentage of Courses Taught
by Graduate Teaching Assistants and Faculty

<u>Course Level</u>	<u>Graduate Teaching Assistant</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Full Professor</u>	<u>Other</u>
	%	%	%	%	%
Introductory (100 level)	33	36	14	13	4
Intermediate (200 level)	13	17	23	35	12
Advanced (300 level)	8	17	25	41	9
Graduate	-	16	21	57	6

Q. What are the graduates of this program doing?

A. A 1973 University survey of 594 bachelor's degree graduates from Program Group 8 indicated that their principal activities, within six months after graduation, were: civilian employment, 75 percent; military, 3 percent; student, 22 percent; and unemployed, 1 percent.

For those graduates who were employed full time, the average salary for 433 men was \$12,000; for 8 women, \$10,000. Four percent of the men and 11 percent of the women were employed in clerical, laboring service, or routine sales jobs. Ninety-four percent of the men and 89 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the 129 graduates still attending school are: second bachelor's, 2 percent; master's, 89 percent; doctorate, 1 percent; Doctor of Medicine, 2 percent; Doctor of Dentistry, 1 percent; law degree, 5 percent; and other professional degrees, 1 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 94 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 92 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 8 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 8 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 285 students in this group took the Graduate Record Examination. The average scores on this test based on this sample are as follows. (See Appendix D for information about the test.)

Test	Verbal	Quantitative
Average	544	675

Law School Admission Test. In the fall of 1975, twenty-three students in this group took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	604	53

Admission Test for Graduate Study in Business. In March of 1975, thirty students in this group took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	63	67	68

Medical College Admission Test. In the fall of 1975, twenty-two students in this group took the Medical College Admission Test. Of these students, nine had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students taking the examination are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	525	654	505	623

Veterinary Aptitude Test. In 1974 and 1975, thirty-six students in this group took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	56	65	61	56	61

J. Program Group 9

Program Group 9 includes the following fields of study (arranged by college to facilitate use of the Undergraduate Programs catalog). In 1975, 413 beginning freshmen (73 percent male, 27 percent female) were enrolled in the fields of study included in Program Group 9.

COLLEGE OF EDUCATION

Teaching of general science

COLLEGE OF ENGINEERING

Ceramic engineering
Engineering mechanics
Engineering physics
Metallurgical engineering
Nuclear engineering

COLLEGE OF LIBERAL ARTS AND SCIENCES

Actuarial science
Chemical engineering
Chemistry
Mathematics
Mathematics and computer science
Physics
Statistics

Q. How good are the academic records of students admitted to these fields of study?

A. Considering the freshmen who entered these programs in 1975, the average ACT composite was 28, and the average high school percentile rank (HSPR) was 92. Their highest subtest scores on the American College Tests (ACT) were in the areas of mathematics and natural science. (See Appendix A for explanation of ACT and national average scores.) Prospective students can judge their competitiveness with previous students in Program Group 9 by examining the following two tables. For example, Table 2 shows that 14 percent of the freshmen who entered Program Group 9 had an ACT composite above 30 and ranked in the upper 10 percent of their graduating class. The table also shows that 16 percent of all freshmen

had an ACT composite above 30 and 71 percent ranked in the upper 10 percent of their class when ACT composite and HSPR are considered separately. (See totals columns.)

Table 1. Program Group 9: Average ACT Scores

English	Mathematics	Social Science	Natural Science	Composite
23	30	27	30	28

Table 2. Program Group 9: Percentage of Students with Particular Combinations of ACT Composite and High School Percentile Rank

ACT Composite	HSPR				Totals (%)
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 30	14	1	1	*	16
28-30	33	6	2	2	43
25-27	16	7	3	1	27
Below 25	8	4	1	1	14
Totals	71	18	7	4	100
*Less than .5%					

Q. Do most students in Program Group 9 enroll in advanced level chemistry and mathematics courses as freshmen?

A. Yes, the majority of students enrolling in Program Group 9 curricula enter a chemistry course requiring prior knowledge of chemistry and an advanced mathematics course, calculus. These course placement decisions are determined on the basis of standardized University placement examinations. Table 3 gives specific course placement rates for the 413 freshmen who entered Program Group 9 in 1975. (See Appendix B for description of placement examinations.)

Table 3. Program Group 9: Percentage of Freshmen Placing into Various Mathematics and Chemistry Courses

<u>Mathematics Course Placement</u>	<u>% Placing</u>
Basic Math (Introduction to Algebra)	2
Algebra or Trigonometry	24
Calculus	74
<u>Chemistry Course Placement</u>	
Introductory Chemistry (no previous high school chemistry presumed)	3
General Chemistry (requires some prior knowledge of chemistry)	57
Quantitative Analysis (advanced chemistry)	9
Freshmen Not Testing	31

Q. Are students in Program Group 9 successful in proficiencying any required courses? (Students who proficiency a course receive pass credit toward graduation and a waiver of the specific degree requirements. By proficiencying required course work, students may reduce the time and expense required to earn a college degree as well as have the opportunity to take elective or advanced course work.)

A. About 16 percent of the freshmen in 1975 received proficiency credit for rhetoric, and of those who participated in the College Level Examination Program (See Appendix B.) 28 percent received credit in humanities, 27 percent in social science, 33 percent in biological science, and 39 percent in physical science. Table 4 gives for each subject area on the CLEP examinations the percentage of students tested who received credit and the number of credit hours granted in different subject areas. Students may earn either 3 or 6 hours of credit for each subject area of the CLEP examinations depending on their performance and their college of enrollment.

Table 4. Program Group 9: Percentage of Students Receiving Credit on the CLEP Examinations

Subject Area	% Receiving		
	No Credit	Three Hours Credit	Six Hours Credit
Humanities	73	14	14
Social Science	73	21	6
Biological Science	66	18	15
Physical Science	61	21	18

Q. How high a grade-point average do freshmen in Program Group 9 typically earn their first semester?

A. The grade-point average a student earns as a freshman is directly related to ACT composite and high school percentile rank. Students in 1974 who entered with an ACT composite score above 27 and a high school percentile rank of 80 or greater had a grade-point average between 3.4 and 4.4 or somewhere between a B- and a B+ average. (See Appendix C for explanation of grade-point average calculations.)

Students can estimate their freshman grade-point average by locating in Table 5 the combination of their high school percentile rank and ACT composite score. Transfer students should use Table 6.

Table 5. Program Group 9: First Semester Freshman Grade-Point Averages
by Combination of ACT Composite and High School Percentile Rank

<u>ACT Composite</u>	<u>HSPR</u>				<u>Average GPA</u>
	<u>90-99</u>	<u>80-89</u>	<u>70-79</u>	<u>Below 70</u>	
Above 30	4.4	3.8	3.6	4.3	4.3
28-30	4.1	3.4	3.8	3.6	4.0
25-27	3.8	3.6	3.4	2.5	3.6
22-24	3.9	3.2	2.9	2.0	3.4
Below 22	3.7	3.2	2.1	-	3.3
Average GPA	4.1	3.4	3.5	3.2	3.9

Table 6. Program Group 9: Data for Transfer Students

<u>Average ACT Composite</u>	<u>Average High School Percentile Rank</u>	<u>Average Transfer Hours</u>
26	76	63
<u>Average Transfer GPA</u>	<u>Average First Semester Hours</u>	<u>Average First Semester GPA</u>
4.2	14	3.6

Q. What are students' chances of being in good academic standing after their freshman year and of graduating? (A student's academic standing is determined at the end of each semester by his or her college office and is based primarily upon the student's cumulative grade-point average. Clear status means a student can return the next semester without any academic conditions. Probationary status indicates a student can return but must earn a specified grade-point average that semester in order to continue enrollment. Dropped status means the student is academically ineligible to return the next semester.)

A. The information in Table 7 shows that of the 502 students who began as freshmen in 1970 in Program Group 9, only 4 percent were academically ineligible to return after their freshman year and that 67 percent had graduated at the end of ten semesters.

Table 7. Program Group 9: Academic Status of Students after
2, 4, 6, 8, 10 Semesters

	<u>Semester</u>				
	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Clear (%)	77	77	72	14	3
Probation (%)	13	4	3	2	1
Dropped (%)	4	6	7	7	7
Withdrawn (%)	5	11	14	19	22
Graduated (%)	-	-	3	58	67

Q. What are students' chances of being on probation at the end of the freshman year if they are enrolled in Program Group 9?

A. Generally, freshmen who rank high in their high school graduating class and who score well on the ACT are less likely to be on probation. By locating the combination of their high school percentile rank and ACT composite score in Table 8, prospective students can get an idea of their chances of being on probation after two semesters. For example, 8 percent of the freshmen with an ACT composite above 27 and high school percentile rank of 90 or higher were on probation. Considering only high school percentile rank, 10 percent of the students with a high school percentile rank of 90 or better were on probation after the first two semesters. Thirteen percent of all students who entered Program Group 9 were on probation at the end of the second semester.

Table 8. Program Group 9: Percentage of Students on Probation
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				Total (%)
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	
Above 27	8	12	11	10	9
25-27	17	26	35	20	22
22-24	8	15	-	100	12
Below 22	13	-	-	50	15
Total	10	18	17	22	13

Q. What are students' chances of being dropped from the University? (Dropped status means a student is academically ineligible to return the next semester.)

A. The lower the student's high school percentile rank, the greater the likelihood of being dropped from the University. For example, 17 percent of the students in Program Group 9 with a high school percentile rank below 70 were dropped from the University after two semesters compared to only 2 percent who had a high school percentile rank of 90 or better. Considering the entire group, 4 percent of the students who entered Program Group 9 were dropped from the University after the second semester. (See Table 9.)

Table 9. Program Group 9: Percentage of Students on Drop Status
(second semester) by Combination of ACT and HSPR

ACT Composite	HSPR				
	90-99 (%)	80-89 (%)	70-79 (%)	Below 70 (%)	Total (%)
Above 27	1	6	5	30	2
25-27	4	4	12	10	6
22-24	-	-	29	-	15
Below 22	-	-	-	-	-
Total	2	5	11	17	4

Q. Is there a correlation between students' high school rank, ACT composite score, and completion of a bachelor's degree?

A. Students with a high ACT composite score and superior high school percentile rank combination are more likely to graduate than students with a lower test score and high school percentile rank combination. For example, 77 percent of the students who entered Program Group 9 in 1970 with an ACT composite above 27 and a high school percentile rank of 90-99 graduated after ten semesters compared to only 50 percent who had an ACT composite below 22 and a high school percentile rank below 70. The graduation rate after eight semesters for Program Group 9 was 58 percent. After ten semesters, the rate increased to 67 percent. (See Tables 10 and 11.) Although degree requirements for most fields of study can be completed by carrying sixteen semester hours per semester for eight semesters, many students take an additional semester or two to complete their degree. Some students in Program Group 9 may take ten semesters to graduate in order to participate in the College of Engineering cooperative work/study program.

Table 10. Program Group 9: Percentage of Students Graduating after
8 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	70	56	37	10	63
25-27	56	43	47	50	51
22-24	42	23	57	-	36
Below 22	38	-	67	50	46
Total	65	47	46	30	58

Table 11. Program Group 9: Percentage of Students Graduating after
10 Semesters by Combination of ACT and HSPR

<u>ACT Composite</u>	<u>HSPR</u>				<u>Total</u> (%)
	<u>90-99</u> (%)	<u>80-89</u> (%)	<u>70-79</u> (%)	<u>Below 70</u> (%)	
Above 27	77	67	58	20	72
25-27	65	67	47	50	63
22-24	67	38	57	-	52
Below 22	38	-	67	50	46
Total	73	64	54	35	67

Q. Do many students entering Program Group 9 change their major before graduating?

A. About 48 percent of the students who entered Program Group 9 in 1970 changed their Program Group by their eighth semester of enrollment. Students in Program Group 9 tended to transfer to Program Group 7, a biological science group. For those

students who did transfer, the highest rate of graduation was from Program Group 7. University policy requires freshmen to stay in the academic program of admission for the first full year of attendance. Then students may request a transfer to a different academic program. Approval of requests to change majors is determined by the availability of space and the student's college grade-point average. Students who change their major may need an additional semester or two to complete degree requirements.

Q. Who teaches the undergraduate courses in Program Group 9?

A. Nearly three-fourths of the introductory courses (100 level) in Program Group 9 are taught by graduate teaching assistants; the remainder are taught by faculty with the rank of assistant professor or higher.

By reviewing Table 12, prospective students can get an idea of the percentage of graduate teaching assistants they will have for courses.

Table 12. Program Group 9: Percentage of Courses Taught

by Graduate Teaching Assistants and Faculty

<u>Course Level</u>	<u>Graduate Teaching Assistant</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Full Professor</u>	<u>Other</u>
	%	%	%	%	%
Introductory (100 level)	70	6	6	14	4
Intermediate (200 level)	21	30	21	11	17
Advanced (300 level)	8	20	22	43	7
Graduate	1	12	23	63	1

Q. What are the graduates of this program doing?

A. A 1973 University survey of 199 bachelor's degree graduates from Program Group 9 indicated that their principal activities, within six months after graduation, were: civilian employment, 56 percent; military, 2 percent; student, 41 percent; and homemaker, 1 percent.

For those graduates who were employed full time, the average salary for 82 men was \$11,000; for 26 women, \$9,900. Thirteen percent of the men and 8 percent of the women were employed in clerical, laboring service, or routine sales jobs. Eighty-one percent of the men and 86 percent of the women had jobs related to their major in college.

Q. What advanced degrees are the students pursuing?

A. The degrees being sought by the 82 graduates still attending school are: second bachelor's, 2 percent; master's, 46 percent; doctorate, 27 percent; Doctor of Medicine, 17 percent; Doctor of Dentistry, 2 percent; and law degree, 4 percent.

Q. Were the students satisfied with their education at the University of Illinois at Urbana-Champaign?

A. Of all the graduates surveyed from this group, 94 percent stated they had a positive attitude toward the University of Illinois at Urbana-Champaign in general, and 86 percent had a positive attitude toward their major field of study.

Q. How do graduating students in Program Group 9 perform on examinations required for admission to graduate and professional schools?

A. The following information is indicative of how graduating students in Program Group 9 perform on examinations required for admission to graduate and professional schools. (Details about the examinations are given in Appendices D-I.)

Graduate Record Examination. In a four-year period, 1971 through 1974, 332 students in Program Group 9 took the Graduate Record Examination. The average scores on this test based on this sample are as follows. (See Appendix D for information about the test.)

Test	Verbal	Quantitative
Average	591	704

Law School Admission Test. In the fall of 1975, fourteen students in Program Group 9 took the Law School Admission Test. The average scores based on these students are as follows. (See Appendix E for information about the test.)

Test	LSAT	Writing
Average	643	56

Admission Test for Graduate Study in Business. In March of 1975, five students in Program Group 9 took the Admission Test for Graduate Study in Business. The average percentile scores based on this sample are as follows. (See Appendix F for information about the test.)

Test	Verbal	Quantitative	Total
Average	48	57	54

Medical College Admission Test. In the fall of 1975, sixty-two students in Program Group 9 took the Medical College Admission Test. Of these students, forty-one had been accepted for admission to a medical school as of November 13, 1975. The average scores based on these students are as follows. (See Appendix H for information about the test.)

Test	Verbal	Quantitative	General Information	Science
Average	542	654	523	664

Veterinary Aptitude Test. In 1974 and 1975, nineteen students in Program Group 9 took the Veterinary Aptitude Test. The average percentiles based on these students are as follows. (See Appendix I for information about the test.)

Test	Reading Comprehension	Quantitative Ability	Science	Verbal Memory	Combined
Average	69	74	78	74	78

Dental Admission Test. In one testing session in 1975, two students from Program Group 9 took the Dental Admission Test. The average scores on this test based on this sample are as follows. (See Appendix G for information about the test.)

Test	Academic Average	Perceptual-Motor Ability Average	Quantitative Reasoning	Verbal Reasoning	Total Q & T
Average	6	6	6	5	6

Test	Reading Comprehension	Biology	Inorganic Chemistry	Organic Chemistry	Total Science
Average	6	5	5	6	6

Test	Perceptual-Motor Ability Average 2D	Perceptual-Motor Ability Average 3D
Average	5	6

APPENDIX A

The preadmission qualifications of the most recent freshman class and transfer students enrolled in each Program Group are given in terms of the average scores of these students on the American College Tests (ACT English, mathematics, social sciences, natural sciences, and composite), the high school percentile rank (HSPR), the Scholastic Aptitude Test (SAT verbal, mathematics, and total), and transfer hours and grade-point average. For comparative purposes, the American College Tests (ACT) have a national average of 18, and about two-thirds of the examinees would score between 13 and 23; the national mean of HSPR, by definition, is 50, and two-thirds of all students would score between 17 and 83; the Scholastic Aptitude Test (SAT) verbal and mathematics tests had national means of 431 and 472, respectively (1975-76).

If you do not know your ACT score, or have not taken that test, but you do know your SAT score, then the following table will allow you to find an ACT Composite score equivalent to your SAT total score. Example: If your SAT total score is 1170 then your equivalent ACT Composite score is 28.

<u>ACT Composite Scores</u>	<u>Equivalent SAT Total Scores</u>
7	470 - 490
8	500 - 520
9	530 - 550
10	560 - 580
11	590 - 600
12	610 - 630
13	640 - 650
14	660 - 680
15	690 - 710
16	720 - 730
17	740 - 760
18	770 - 790
19	800 - 830
20	840 - 860
21	870 - 890
22	900 - 920
23	930 - 960
24	970 - 1000
25	1010 - 1040

<u>ACT Composite Scores</u>	<u>Equivalent SAT Total Scores</u>
26	1050 - 1090
27	1100 - 1140
28	1150 - 1190
29	1200 - 1250
30	1260 - 1320
31	1330 - 1380
32	1390 - 1430
33	1440 - 1490
34	1500 - 1540

APPENDIX B

The University of Illinois placement and proficiency testing program includes examinations in the following subject areas: French, modern Hebrew German, Latin, advanced mathematics, and chemistry. These examinations have the dual purpose of placing students into appropriate courses and awarding college-level proficiency credit. Exceptions are chemistry and mathematics tests which are used for placement decisions only.

Students may satisfy the rhetoric requirement for graduation by successful performance on the ACT English subtest. On the basis of the test results, a student can receive 4 hours proficiency credit for Rhetoric 105 - Principles of Composition.

The Mathematics Placement Test is primarily for students planning to enroll in programs of study which require college algebra or more advanced courses in mathematics. The test does not grant credit; results are used solely to determine which college mathematics course the student should take first.

All new students who (a) have had high school chemistry, (b) are entering curricula which require one or more courses in chemistry or plan to take chemistry as an elective, and (c) do not have college credit in chemistry must take the Chemistry Placement Test and the Intermediate or Advanced Mathematics Placement Test. On the basis of both test scores, students are placed in chemistry courses.

Students may satisfy one or more of the general education requirements and obtain either 3 or 6 hours credit in each of the general education areas through the College Level Examination Program (CLEP) General Examinations. Examinations are available in humanities, social sciences and history, and natural sciences (covering both biological and physical sciences). No credit is offered for the CLEP English Composition Examination or the CLEP Mathematics Examination because the University's proficiency and placement examination system tests this material. CLEP offers the opportunity to demonstrate knowledge in a subject area equivalent to that required for the graduation of a student not majoring in that particular area.

APPENDIX C

A = excellent; B = good; C = fair; D = poor (lowest passing grade); E = failure. For numerical computation of scholastic averages, the following values are designated: A = 5.0; B = 4.0; C = 3.0; D = 2.0; E = 1.0.

APPENDIX D

For comparative purposes, the national means for the Graduate Record Examination (GRE) Verbal and Quantitative Tests are 494 and 510, respectively, based on students taking the test between 1971 and 1974. Many schools offering graduate programs in other than professional studies use the results on the GRE Verbal and Quantitative Tests and the student's undergraduate grade-point average together with other data to select students for graduate study.

APPENDIX E

All law schools use the applicant's college GPA and Law School Admission Test (LSAT) scores in determining admissions, but very few base their decisions solely on these factors. Most schools use the college grade-point average and the LSAT as "gross indicators" of academic success, as a means of selecting a pool of acceptable applicants. Extracurricular activities and letters of recommendation are then considered to make selections from that pool. Scores on the LSAT range from 300 to 800 and have a national mean of 523 (1973-1976). The national mean score on the writing ability test was 50 in 1973-1976.

APPENDIX F

The Admission Test for Graduate Study in Business is one of the criteria used to select students who wish to pursue a Master's of Business Administration degree. The scores reported in this Handbook are percentiles; they indicate the percentage of students in the nation who had a score below that score on the examination.

APPENDIX G

Five examinations are included in the Dental Admission Testing Program. They measure the applicant's ability to:

1. Reason with numbers, manipulate numerical relationships, and deal intelligently with quantitative materials;
2. Use and understand the meaning of words;
3. Read and comprehend scientific information;
4. Demonstrate knowledge in the fields of elementary biology and inorganic and organic chemistry;
5. Apply principles and solve problems in the fields of biology and inorganic and organic chemistry;
6. Visualize the reconstruction of two- and three-dimensional patterns.

The table below illustrates a method of converting the coded Dental Admission Test scores to percentile band equivalents. For example, by reviewing the two composite and ten individual scores provided on the Dental Admission Test, a candidate can easily convert each of the scores to a percentile band. This percentile band or range indicates the proportion of applicants obtaining a similar score, as well as the proportion of individuals obtaining lower or higher rank scores. If, for example, a candidate achieves a Dental Admission Test score of 6 as an academic average, this signifies a performance on the test equal to or better than 78 percent of all of the candidates and further signifies that only 10 percent of the applicants achieved a superior performance.

<u>Dental Admission Test Score</u>	<u>Percentile Band Equivalents</u>
9	98.9 - 99.9
8	97.0 - 98.8
7	90.0 - 96.0
6	78.0 - 89.0
5	61.0 - 77.0
4	40.0 - 60.0
3	23.0 - 39.0
2	11.0 - 22.0
1	4.0 - 10.0
0	1.2 - 3.0
-1	0.0 - 1.1

APPENDIX H

All medical and osteopathic schools in the United States and Canada require or strongly recommend that students planning to apply for admission take the Medical College Admission Test (MCAT).

The verbal and quantitative ability subtests of this examination are general scholastic aptitude tests designed to measure abilities important to academic pursuits. Performance on them does not depend on specialized or advanced training. The general information subtest samples a broad range of general knowledge in the arts, humanities, and social studies. The science subtest evaluates an applicant's grasp of fundamental principles of science; it draws from concepts and problems taken from the basic college courses in biology, chemistry, and physics. The science subtest results are given special emphasis in the selection of medical students. Approximately 50 percent of the items deal with chemistry, 35 percent with biology, and 15 percent with physics. The primary emphasis in the biology section is on zoology, but some items on botany are included. Understanding of functions is stressed, rather than knowledge of text and details. Likewise, the physics and chemistry items emphasize principles and problem solving, rather than isolated bits of information. The chemistry

items range from general to organic chemistry, but the physics items are fairly elementary. Students have reported that increasing emphasis was placed on organic chemistry in past series of MCAT examinations. The national means among students admitted to medical school in 1976 were Verbal 574, Quantitative 634, General Information 550, and Science 619.

APPENDIX I

The Veterinary Aptitude Test, administered by the Psychological Corporation, New York City, has been used by the University of Illinois College of Veterinary Medicine as an admissions tool since 1973. The Office of Admissions and Records has performed a study showing the Veterinary Aptitude Test to be a valid predictor of success in the College of Veterinary Medicine. As a result, the selection criteria for the fall 1976 entering class included the test as one of the main instruments of evaluation for all applicants. The composite score on the Veterinary Aptitude Test, the applicant's cumulative grade-point average, the science grade-point average, and the total number of graded science hours completed were the academic factors included in admission evaluation. The mean percentile score on the Veterinary Aptitude Test earned by the eighty-six applicants selected for admission for fall 1976 was the 90th percentile score for each of five sub-categories including reading comprehension, quantitative ability, biology, chemistry, and study-reading, as well as a combined score. Current evaluation technique considers only the combined score, but data are being collected on all of the subscores, and future years' selection equations could include one or more of the subscores.



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